

2002 - 2003

Arizona Career & Educational Guide...

...a plan for your future



AzCRN



Arizona Career & Educational Guide

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Arizona Tech Prep

Arizona Workforce Connection

Maricopa Skill Center

United States Army



Welcome to the *Arizona Career & Educational Guide!*

This Guide was developed by the Arizona Career Resource Network (AzCRN) to provide students, parents, adults, one-stop centers, vocational rehabilitation offices and others a tool that will assist Arizonans with making more informed choices about careers and postsecondary education.

The AzCRN gratefully acknowledges the following agencies for their contributions to the guide: The Arizona Department of Commerce, Arizona Department of Economic Security/Workforce Development Administration, Research Administration, Rehabilitation Services Administration/Vocational Rehabilitation and Employment Security Administration; the Arizona Postsecondary Commission, Maricopa Skill Center, Arizona Tech Prep and the Career & Technical Education Department at the Arizona Department of Education.

We would especially like to thank the Delaware Career Resource Network for providing the AzCRN with the *Delaware Compass* to use as a template to develop our guide and those who provided information to them over the years; the Arizona Workforce Connection for co-sponsoring this guide; the Research Administration for revising and providing us with the latest labor market information for Arizona; the U.S. Army and Arizona Tech Prep Consortia for delivering the *Arizona Career & Educational Guide* to our schools across the State and the CTE Administrative support staff who spent endless hours editing and developing this Guide.

A Teacher's Guide is available to enhance this Guide with supplemental activities for use in the classroom. The *Teacher's Guide* and additional *Arizona Career & Educational Guides* can be downloaded from the AzCRN Website for you to make additional pages for students and clients.

Please, take the time to provide us with feedback, so that we can continue to provide you with valuable resources. We welcome your comments for the enhancement of future Guides!

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The AzCRN is authorized and funded by Carl Perkins III, Section 118 to provide career development tools, curriculum and other relevant material, so that Arizona students and adults can make better career and educational choices.

The AzCRN currently provides Arizonans two Career Information Delivery Systems (CIDS), one is called *Arizona Futures* and our new system is called *Arizona Career Information System (AzCIS)*. AzCRN also provides *Real Game* Facilitator training, the AzCRN Website and the *Arizona Career and Educational Guide*, you are now reading.

Arizona Futures: A free career information delivery system that is available on PC disc. The system includes assessments, occupational and career exploration information, Arizona labor market information and postsecondary training information and integrates the data to assist persons with career options. The system also provides O*NET, Occupational Outlook Handbook, and military information.

AzCIS: The new career information delivery system provides occupational and educational information to Arizonans and is available on the Internet, as well as on Macintosh and windows. A sample of some of the things you will find include: assessments, postsecondary school search, financial aid and scholarship searches, school comparisons, school letter writer tool, job search tools, tips on good job habits, military and self-employment information, learning activities, occupational videos, real world interviews and an electronic portfolio.

Real Game: A series of 6 Career Development curricula that provides students (3rd -12th grade and adults) the opportunity to learn about occupations, transferable skills, budgeting, 5 year plans, consequences, team building, and other life experiences in a safe, interactive environment. The AzCRN recently cross-walked the series to the Arizona academic standards, SCANS, ASCA standards and the National Career Development Guidelines.

AzCRN Website: Find links to assessments, schools, career and technical education programs, agency resources, job banks, Occupational Outlook Handbook, O*NET; professional and student associations; a calendar of events for professional development opportunities and other free career development resources that will assist students and teachers with the career decision process. www.ade.az.gov/cte/azcrn

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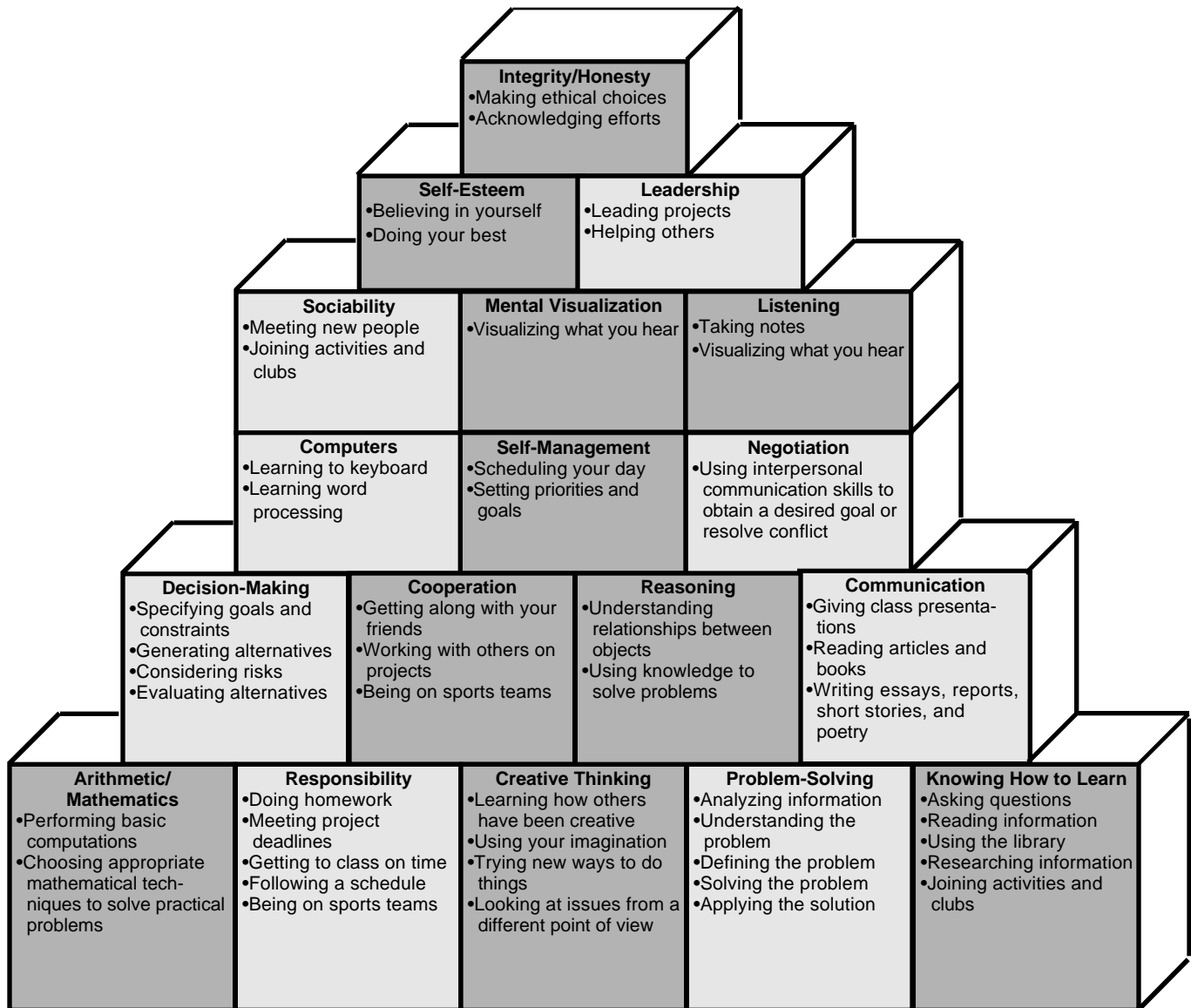
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Build Your Work Foundation in School

Employers seek people who possess a variety of positive personality traits and personal skills. These traits and skills are the building blocks of your work foundation. The blocks below contain these traits and skills along with some of the many ways that school helps you build them.



All classes and school activities help you build your work foundation, including: English, Languages, History, Social Studies, Science, Math, Physical Education, Art, Music, Drama, Computer Studies, Business, Trades and Technology, Student Council, School Newspaper, Clubs, Sports Teams, and Chorus/Band/Orchestra.

[Note: The blocks are equally important and are in no particular order. They are based primarily upon the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS). The Top Ten Work Skills list from the 1996/97 Canada Prospects also was used.]

Arizona Career and Educational Guide

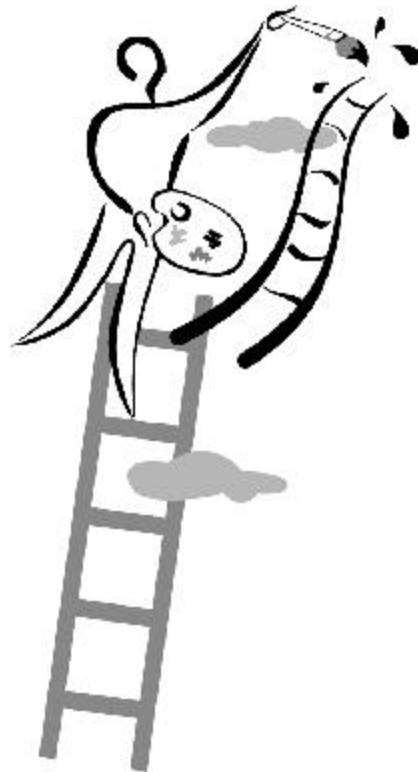
2002-2003



Welcome to the **Arizona Career & Educational Guide!** We'll take you step by step through your career adventure as you learn about yourself, the world of work, making your career decision, and how you can reach your goals.

Table of Contents

AzCRN Co-sponsors	<i>inside front cover</i>	Postsecondary	51
AzCRN Greetings.....	i	Is the Military for You?	53
AzCRN Resources.....	ii	U.S. Army	54
Table of Contents	1	Am I Eligible to Work?	55
Step #1: Who Am I?	2	What If I Have A Disability?	56
What are My Career Interests?	3	What About Drugs?	57
Your Skills	4	How Do I Find A Job?	58
Am I a 'Hands-On Person'?	5	What's on the Web?	59
Am I a 'People Person'?	6	Job/Career/LMI Web Sites	60
Am I an 'Information Person' ?	7	Resumes, Applications & Cover Letters	61
What is My Personality Type?	8	How Do I Write a Resume?	61
Workplace Characteristics	10	Cover Letters: Introducing Yourself	68
Step #2: What's Out There?	11	Job Applications	68
Exploring the World of Work	12	What Do I Do In a Job Interview?	71
Arizona Workforce Connection	13	Other Questions You May Have	73
Arizona Job Outlook, 2000-2010	14	How Do I Decide on a Job Offer?	73
Arizona Fastest-Growing Occupations	15	How Do I Deal with Rejection?	73
Occupational Projection Narrative	16	How Do I Keep My New Job?	73
Changes in Arizona Employment	17	What Do I Do If I Lose My Job?	74
What's the Ideal Job?	19	<i>Build Your Work Foundation in School</i>	<i>inside back cover</i>
Arizona Career Matrix	20		
Arizona's Major Employers	32		
Your Money	33		
Your Dollars Across America	34		
Step #3: How Do I Decide?	35		
What Have I Found Out?	36		
Self and Job Match Worksheet	37		
My Career Choice	38		
Setting My Goals	39		
Step #4: How Do I Do It?	40		
Which Way Are You Headed?	41		
Apprenticeship Programs	41		
Stay in School	42		
Career & Technical Ed. in Arizona	43		
Career & Technical Education			
Student Organizations	44		
Arizona's Career Pathways	45		
Non-Traditional	46		
Tech Prep Arizona	47		
Your College Countdown	48		
Financial Aid	49		
How Do I Apply? Where?	50		



Step #1: Who Am I?

Next step: What's out there?



This section deals with who you are as a person: your likes and dislikes, your work style preference, and your personality type. This self assessment is the important first step and the foundation of your overall career path. When finished, you will have a good idea of what kind of work you might enjoy.

What are My Career Interests?

Your likes and dislikes are extremely important in your career planning. They will supply you with ideas of what types of work will suit you best. The statements that follow will help you answer the question, "What do I like the best?" Circle the numbers that describe you best.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them.
5. I like working with my hands.
6. I like being the leader in a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing and creating things.
10. I enjoy expressing myself through art, music, or writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose working with things rather than working with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

How did you do? The group with the most circled numbers indicates the areas of your strongest interests. The one with the second-most circled numbers is an area that you find interesting, although its attraction for you is not as strong.

To sum up:

My area of strongest and deepest interest is:

☐ Hands-On Activities
☐ Working with People
☐ Working with Information/Data

My second area of interest is:

☐ Hands-On Activities
☐ Working with People
☐ Working with Information/Data

What numbers did you circle? Circle the same numbers in the three groups below.

1,5,9,12,15,16,18,23

You're a hands-on person. You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment and finding out how things work.

3,6,8,11,14,17,20,22

You're a people person. You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

2,4,7,10,13,19,21,24

You're an information person. You enjoy expressing yourself through writing, music, or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

Now that you know your areas of interest, you can find a good match between you and the world of work.



Your Skills

Employers are looking for someone with:

- ✓ Good communication skills
- ✓ Positive attitude
- ✓ Flexibility and adaptability
- ✓ High standards of performance
- ✓ Good work ethic
- ✓ Acceptance of responsibility
- ✓ Productivity
- ✓ Honesty and reliability
- ✓ Willingness to keep learning
- ✓ Ability to analyze and evaluate
- ✓ Teamwork

Employers may ask:

- ✓ Have you received any awards?
- ✓ Do you participate in sports?
- ✓ Do you babysit?
- ✓ Do you volunteer in a library, hospital, or church?
- ✓ Which classes are your favorites?
- ✓ Which classes are easy? Hard?
- ✓ What activities do you enjoy?
- ✓ Do you like puzzles?
- ✓ Do you like to organize?
- ✓ What are your strengths?
- ✓ What are your weaknesses?

You and the World of Work

Look at the next pages. Each page provides occupations within a specific area of career interest: ***hands-on activities, working with people, or working within information.***

Within each page, you'll find occupations listed according to ***work styles***. A work style refers to how you prefer to work. For example, maybe you enjoy having to be creative in your work, or perhaps you're a "take charge" person and like to head projects. You may find more than one work style appealing. That's okay.

Because you have so many aspects to your personality, a variety of work styles and occupations will appeal to you.

After investigating these pages, circle the occupations that interest you the most.

In our lifetime, we are adding to our "experience" through many activities.

When assessing your own personal accomplishments, it's important to look at ***everything*** you've done.

All experience counts.

Am I a 'Hands-On' Person?

There are many occupations in the world of work for people like you who have a knack for using tools and machines, are curious about how things work, and like to build, operate, maintain, and repair equipment.

Here are many Hands-On occupations grouped according to work styles. Check the work styles that suit you best. Circle the occupations that interest you.

Work Style:

Person who likes to take charge and manage projects.

Aircraft inspector
Biologist
Central control & process operator
Chef or specialist chef
Computer programmer
Conductor
Conservator
Construction trades supervisor
Farmer and farm manager
Film editor
Home builder
Industrial pharmacist
Machinist
Mechanics or repair supervisor
Patternmaker:
textile, leather, fur
Photography director
Pilot
Production supervisor
Software engineer
Theater designer

Work Style:

Person who is sociable and likes to work with others.

Agricultural specialist
Audio prosthetist
Bus or streetcar driver
Chinese medical practitioner
Clinical medical specialist
Delivery driver
Homeopath
Landscape architect

Optometrist
Parts clerk
Physician and surgeon
Physiotherapist
Psychiatric nurse
Radio operator
Scalp treatment specialist
Secretary
Sports instructor or coach
Taxi driver
Telephone operator
Urban or land use planner

Work Style:

Person who enjoys challenges that make you look for different ways to solve problems.

Applied chemical technologist
Astronomer
Biolog./agric./food technician
Boilermaker
Chemical technologist
Computer hardware engineer
Dentist
Electrical/electronic engineer
Industrial designer
Interior designer
Licensed practical nurse
Medical assistant
Painter
Photographic technician
Physician and surgeon
Physicist
Registered nurse
Sculptor
Sheet metal worker
Veterinarian

Work Style:

Person who is orderly and likes to follow clear rules and guidelines.

Automobile body repairer
Automobile mechanic
Bus driver
Carpenter
Cook
Data entry keyer
EEG technician
Electrician
Electronics assembler
General office clerk
Heating/AC/refrigeration mechanic
Heavy-duty equipment mechanic
Industrial truck driver
Landscape and grounds-keeper
Machinist
Maid and housekeeper
Painter and paperhanger
Plumber
Tool and die maker
Welder



Am I a 'People' Person?

There are many occupations in the world of work for people like you who enjoy being with others and exercising people skills such as caring, helping, advising, persuading and cooperating.

Here are many "people" occupations that are grouped according to work styles. Find the work styles that suit you best, and circle the occupations that interest you.

Work Style:

Person who enjoys being responsible and organizing and managing events.

Clergy
Elementary school teacher
Employment counselor
Food service manager
Funeral director
High school teacher
Human resource manager
Insurance sales agent
Judge
Medicine and health service manager
Public health nurse
Recreation worker
Retail salesperson
Sales manager
Secondary school teacher
Social worker
Sports coach
Telemarketer
Training/labor relations personnel
Vocational education teacher

Work Style:

You like working with your hands and making things.

Art instructor or teacher
Audiologist
Biomedical engineer
Dental hygienist
Dentist
Flying instructor
Help desk software specialist

Home health aide
Horticulturist
Industrial engineer
Instructor of the disabled
Mech. engineering technologist
Metallurgist
Meteorologist
Osteopath
Petroleum engineer
Prosthetist
Residential homebuilder/renovator
Specialist in surgery
Survey technologist

Work Style:

Person who's creative and likes to try new ways to do things.

Actuary
Advertising consultant
Architect
Archivist
Artist
Family counselor
Forestry professional
Lawyer
Guidance counselor
Medical laboratory technologist
Microbiologist/molecular biologist
Naturopath
Nursing consultant
Recreational therapist
Sales manager
Social worker
Sports instructor and coach
Speechwriter
University professor
Film, TV, or radio producer

Work Style:

Person who's good with details and likes to follow specific instructions.

Bartender
Cashier
Child care worker
Chiropractor
Construction estimator
Counter and rental clerk
Dental hygienist
Fast food cook
Financial manager
Food preparation worker
Hairdresser and cosmetologist
Health care manager
Human resources specialist
Insurance manager
Occupational therapist
Police patrol officer
Psychiatric nurse
Restaurant cook
Sports scout
Waiter and waitress



Am I an 'Information' Person?

There are many occupations in the world of work for people like you who have the ability to find, classify, organize, and explain information in ways that help others understand it.

Here are many "Information" occupations grouped according to work styles. Check the work styles that suit you best, and circle the occupations that interest you.

Work Style:

Like making decisions and leading others.

Administrative service manager
Clerical supervisor
Credit manager
Engineering manager
Executive housekeeper
Financial manager
General manager
Geographer
Information systems manager
Landscaping contractor
Marketing and public relations mgr
Production manager
Registrar
Retail trade supervisor
School principal
Sports program manager

Work Style:

Enjoys fixing things and working with equipment.

Aerial survey technologist
Cabinet maker
Cable TV maintenance technician
Computer operator
Computer programmer
Desktop publishing operator
Electrical/electronics engineer
Machinist
Motor vehicle mechanic
Musician
Power system electrician
Sheet metal worker

Systems analyst
Telecommunication line worker
Waste plant operator
Watch repairer

Work Style:

Likes thinking up new ideas.

Anthropologist
Chemist
Civil engineer
Designer
Electrical mechanic
Environmental reporter
Geologist
Graphic designer
Historian
Marketing consultant
Materials scientist
Mathematician
Recreational vehicle repairer
Social survey researcher
Soil scientist
Writer

Work Style:

When you work, you like to take things one step at a time.

Accountant and auditor
Adjustment clerk
Baker
Bookkeeper
Credit analyst
Dietary technician

HVAC mechanic
Lawyer
Loan officer
Payroll clerk
Personnel specialist
Private investigator
Purchasing agent
Real estate manager
Shipping and receiver clerk
Statistician
Toxicologist

Work Style:

Enjoys working with others.

Bookkeeping/accounting clerk
Business software analyst
General office clerk
Graphic designer or illustrator
Legal secretary
Librarian
Loan officer
Host/hostess
Medical secretary
Paralegal
Personnel officer
Psychologist
Public relations manager
Real estate agent/salesperson
Receptionist/information clerk
Speech-language pathologist



What is My Personality Type?

An additional way to understand yourself is to look at your personality type in relation to your interest areas and work style. Are you Realistic? Enterprising? Investigative? Conventional? Artistic? Social? Dr. John Holland theorizes that people and work environments can be loosely classified into these six different groups.

REALISTIC

"Doers"

ARE YOU...

practical	athletic
frank	mechanical
a nature lover	thrifty
curious	stable
concrete	reserved
self-controlled	ambitious
systematic	persistent

CAN YOU...

fix electrical things
solve electrical problems
pitch a tent
play a sport
read a blueprint
plant a garden
operate tools & machinery

DO YOU LIKE TO...

tinker with machines/
vehicles
work outdoors
be physically active
use your hands
build things
tend/train animals
work on electronic equipment

INVESTIGATIVE

"Thinkers"

ARE YOU...

inquisitive	analytical
scientific	observant
precise	scholarly
cautious	curious
self-confident	introspective
reserved	broadminded
independent	logical

CAN YOU...

think abstractly
solve math problems
understand scientific theories
do complex calculations
use a microscope or computer
interpret formulas

DO YOU LIKE TO...

explore a variety of ideas
use computers
work independently
perform lab experiments
read scientific or technical journals
analyze data
deal with abstractions
do research
be challenged

ARTISTIC

"Creators"

ARE YOU...

creative	intuitive
imaginative	innovative
unconventional	emotional
independent	expressive
original	impulsive
sensitive	open
complicated	idealistic
nonconforming	

CAN YOU...

sketch, draw, paint
play a musical instrument
write stories, poetry, music
sing, act, dance
design fashions or interiors

DO YOU LIKE TO...

attend concerts, theaters, art exhibits
read fiction, plays, and poetry
work on crafts
take photographs
express yourself creatively
deal with ambiguous ideas

Most people are some combination of two or three of the Holland interest areas. These two or three letters become your “Holland Code.” For example, if you resemble the Realistic type most, then the Enterprising type somewhat less, and the Social type even less, your Holland code would be “RES.” In our Arizona Career Matrix, we have indicated a three-letter Holland Code for each of our “best bet” occupations to assist you in choosing occupations to match your career interests.

SOCIAL

“Helpers”

ARE YOU...

friendly	helpful
idealistic	insightful
outgoing	understanding
cooperative	generous
responsible	forgiving
patient	empathetic
kind	persuasive

CAN YOU...

teach/train others
express yourself clearly
lead a group discussion
mediate disputes
plan and supervise an activity
cooperate well with others

DO YOU LIKE TO...

work in groups
help people with problems
participate in meetings
do volunteer work
work with young people
play team sports
serve others

ENTERPRISING

“Persuaders”

ARE YOU...

self-confident	assertive
sociable	persuasive
enthusiastic	energetic
adventurous	popular
impulsive	ambitious
inquisitive	agreeable
talkative	extroverted
spontaneous	optimistic

CAN YOU...

initiate projects
convince people to do things your way
sell things or promote ideas
give talks or speeches
lead a group
persuade others

DO YOU LIKE TO...

make decisions affecting others
be elected to office
win a leadership or sales award
start your own service or business
campaign politically
meet important people
have power or status

CONVENTIONAL

“Organizers”

ARE YOU...

well-organized	accurate
methodical	polite
conscientious	efficient
conforming	orderly
practical	thrifty
systematic	structured
ambitious	obedient
persistent	

CAN YOU...

work well within a system
do a lot of paper work in a short time
keep accurate records
use a computer
write effective business letters

DO YOU LIKE TO...

work with numbers
type
be responsible for details
collect or organize things
follow clearly defined procedures
use data processing equipment

Workplace Characteristics

These skills can be used in almost every workplace situation. They will help you get work, keep work, and progress in your careers. Use this exercise to identify your areas of strength as well as those skills that need more development.

Can Do Needs Work

Communications Skills

- | | | |
|-------|-------|--|
| _____ | _____ | I speak clearly. |
| _____ | _____ | I know how to explain my ideas to others. |
| _____ | _____ | I ask appropriate questions. |
| _____ | _____ | I know how to seek help when I need it. |
| _____ | _____ | I write letters and reports well. |
| _____ | _____ | I'm a good listener. |
| _____ | _____ | I'm able to interpret written instructions well. |

Thinking Skills

- | | | |
|-------|-------|--|
| _____ | _____ | I think about issues clearly. |
| _____ | _____ | I evaluate situations logically. |
| _____ | _____ | I reason well and make objective judgments. |
| _____ | _____ | I know how to make informed decisions. |
| _____ | _____ | I know how to evaluate risk. |
| _____ | _____ | I understand and solve problems using basic mathematics. |
| _____ | _____ | I know how to use technology effectively. |

Organizational Skills

- | | | |
|-------|-------|---|
| _____ | _____ | I have the ability to set goals in my work and personal life. |
| _____ | _____ | I complete work on time. |
| _____ | _____ | I work neatly and accurately. |
| _____ | _____ | I take care of tools/materials/equipment. |
| _____ | _____ | I follow directions. |
| _____ | _____ | I plan/organize activities to meet deadlines. |
| _____ | _____ | I handle interruptions and changes and still meet goals. |
| _____ | _____ | I plan and manage my time. |

Can Do Needs Work

Adaptability Skills

- | | | |
|-------|-------|---|
| _____ | _____ | I have a positive attitude toward change. |
| _____ | _____ | I recognize and respect other people's differences. |
| _____ | _____ | I think of new ways to get the job done. |
| _____ | _____ | I handle transitions easily. |

Interpersonal Skills

- | | | |
|-------|-------|-------------------------------------|
| _____ | _____ | I get along with people. |
| _____ | _____ | I know how to be tactful. |
| _____ | _____ | I respect the ideas of others. |
| _____ | _____ | I support other people's decisions. |
| _____ | _____ | I help others with their problems. |
| _____ | _____ | I accept authority. |
| _____ | _____ | I know how to work on a team. |

Learning Skills

- | | | |
|-------|-------|--|
| _____ | _____ | I enjoy learning. |
| _____ | _____ | I'm curious about people and events. |
| _____ | _____ | I'm interested in learning more about my areas of career interest. |
| _____ | _____ | I know how to read and find information when I need it. |
| _____ | _____ | I want to continue learning throughout my life. |

Personal Skills

- | | | |
|-------|-------|--|
| _____ | _____ | I'm honest. |
| _____ | _____ | I'm motivated/enthusiastic about what I do. |
| _____ | _____ | I'm reliable and dependable. |
| _____ | _____ | I'm prompt. I don't miss appointments. |
| _____ | _____ | I take pride in my appearance and dress appropriately. |
| _____ | _____ | I can handle criticism well. |
| _____ | _____ | I'm courteous and respectful. |
| _____ | _____ | I'm creative and like to think up new ideas |

If you find that you have put more checks in the "Needs Work" column than in the "Can do" column, it may be time for you to look at what you can do.

Step #2

What's Out There?



In Step #1, you looked at yourself and determined the kind of work you enjoy. However, some of the occupations that match your interests and skills may require additional training or education, some may pay more than others, and some may not offer job security over the long run.

This section reviews Arizona's overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities. When finished, you will have a wealth of occupational and labor market information on which to base your career decision.

Next step: How Do I Decide?

Why should I use LMI?

The need for useful labor market information (LMI) has been identified as a critical component in assisting students and adults in career transition to make informed career choices.

LMI enables students and job seekers to:

- 1) understand their own skills and the value those skills have in today's labor market;
- 2) understand changes within the labor market of the state and local area in which they choose to live;
- 3) understand what the implications are for them in choosing occupations and/or training in their particular labor market;
- 4) understand that career decisions made without understanding labor market information can lead to missed opportunities and delays in career aspirations; and
- 5) understand that career planning is a lifelong process and requires lifelong learning.

Exploring the World of Work

Changes in the world of work require that you become a lifelong learner. Why? Almost all new jobs created in the next 20 years will require advanced education or training, and nearly every job will require some level of skill in information-processing technology. New technology will affect the workplace so dramatically that you will require continuous training.

The amount of new knowledge will develop so rapidly that your technical know-how will be obsolete in less than five years. You will have to upgrade your skills continually to meet constantly changing work requirements.

What do you know about the World of Work in the U.S.?

Below are 10 True or False statements. Mark a T or F beside each statement.

- ___ 1. There are very few work alternatives other than full time or part time.
- ___ 2. Having the proper education is probably your best guarantee for finding and keeping employment.
- ___ 3. Almost two-thirds of the projected job openings over the 2000-2010 period will be in occupations that require on-the-job training.
- ___ 4. Most adults will change their careers at least seven times in their lifetime.
- ___ 5. Getting into the right business assures a secure future.
- ___ 6. Services will be the largest and fastest-growing industry group between 2000 and 2010.
- ___ 7. Employment in Service occupations will have the most rapid job growth from 2000-2010.
- ___ 8. In the year 2010, over 51.4% of the work force in America will be over 40 years of age.
- ___ 9. The best way to obtain a good job is through the Internet.
- ___ 10. The most important part of the work search process is having a polished resume.

(Answers on page 64)

How did you do?

8 to 10 correct: Terrific! You have a good understanding of the trends shaping the workplace.

5 to 7 correct: Great start! You're "in the know," but you have more to learn.

Want to learn more?

- ◆ Read the business section of your daily newspapers and magazines.
- ◆ Watch the business news on television.
- ◆ Check out the Internet.
- ◆ Network with various people who work in different industries.
- ◆ Enroll in a career & technical education program and become involved in Career and Technical Student Organizations (CTSO).

GETTING READY FOR THE REAL WORLD?

GET THE CONNECTION

www.ArizonaWorkforceConnection.com



Job Opportunities. Training. Education Resources.



Arizona Job Outlook 2000-2010¹

Arizona occupations with the most annual openings

Occupational Title ²	2000 Tot Est Emp	% of Tot Az Emp	Total Annual Openings ³	Avg Hourly Wage ⁴
Combined Food Preparation & Serving Workers, Including Fast Food	50,279	2.20%	3,741	\$6.46
Retail Salespersons	63,947	2.79%	3,167	\$10.25
Cashiers	54,069	2.36%	2,749	\$8.00
Waiters and Waitresses	37,680	1.65%	2,081	\$7.19
Customer Service Representatives	42,495	1.86%	1,887	\$11.00
Registered Nurses	27,718	1.21%	1,393	\$22.63
Elementary School Teachers, Except Special Education	27,149	1.19%	1,356	\$16.29
Laborers and Freight, Stock, and Material Movers, Hand	37,361	1.63%	1,259	\$9.52
Office Clerks, General	41,030	1.79%	1,258	\$10.00
Landscaping and Groundskeeping Workers	21,200	0.93%	1,187	\$8.33
Stock Clerks and Order Fillers	29,370	1.28%	1,173	\$9.45
General and Operations Managers	38,016	1.66%	1,149	\$33.20
Teacher Assistants	19,482	0.85%	1,141	\$8.24
Computer Support Specialists	12,579	0.55%	987	\$17.97
Executive Secretaries and Administrative Assistants	32,881	1.44%	941	\$14.74
Physicians and Surgeons, All Other	20,795	0.91%	883	\$63.36
Receptionists and Information Clerks	20,362	0.89%	850	\$9.27
Food Preparation Workers	16,773	0.73%	831	\$6.86
Secondary School Teachers, Except Special & Vocational Education	13,401	0.59%	812	\$18.61
Medical Assistants	8,529	0.37%	786	\$10.42
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	30,166	1.32%	768	\$7.94
Security Guards	23,395	1.02%	767	\$8.89
First-Line Supervisors/Managers of Retail Sales Workers	21,494	0.94%	763	\$15.30
Bookkeeping, Accounting, and Auditing Clerks	33,263	1.45%	757	\$13.42
First-Line Supervisors/Managers of Office & Administrative Support Workers	24,456	1.07%	712	\$18.14
Automotive Service Technicians and Mechanics	16,174	0.71%	684	\$14.85
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	20,316	0.89%	665	\$19.77
Nursing Aides, Orderlies, and Attendants	14,349	0.63%	652	\$9.07
Maids and Housekeeping Cleaners	17,621	0.77%	652	\$7.06
Truck Drivers, Light or Delivery Services	18,375	0.80%	594	\$13.48
Cooks, Restaurant	13,081	0.57%	588	\$9.01

¹ Data compiled from 2000 wage survey and 2000-2010 occupational projections prepared by the Arizona Dept of Economic Security Research Administration in cooperation with the U.S. Dept of Labor, Bureau of Labor Statistics.

For more information, visit: <http://www.de.state.az.us/links/economic/webpage/index.html>

² This is the first year for using the Standard Occupational Classification (SOC) system for projections

³ Total annual openings equals growth openings plus replacement openings

⁴ Wage is based on annual salary divided by 2080 hours

Arizona's¹ Fastest-Growing² Occupations

Occupational Title	2000 Tot Estimated Employment	Annual Growth Rate	Annual Growth Openings	Avg Hourly Wage
Medical Assistants	8,529	7.9	672	\$10.42
Physician Assistants	1,980	7.8	154	\$23.95
Computer Support Specialists	12,579	7.6	960	\$17.97
Computer Software Engineers, Applications	5,022	7.6	381	\$42.13
Network and Computer Systems Administrators	3,433	7.3	250	\$25.01
Desktop Publishers	436	7.1	31	\$17.13
Special Education Teachers, Preschool, Kindergarten, and Elementary School	3,666	6.7	246	\$14.64
Physical Therapist Aides	1,015	6.6	67	\$9.29
Medical Records and Health Information Technicians	2,872	6.6	189	\$12.12
Speech-Language Pathologists	1,401	6.5	91	\$19.78
Computer Software Engineers, Systems Software	6,194	6.4	399	\$33.07
Network Systems and Data Communications Analysts	1,556	6.4	100	\$28.25
Physical Therapist Assistants	740	6.4	47	\$13.65
Marriage and Family Therapists	482	6.2	30	\$15.04
Veterinarians	482	6.2	30	\$30.55
Social and Human Service Assistants	3,284	6.2	202	\$11.04
Database Administrators	1,704	5.9	101	\$28.55
Veterinary Assistants and Laboratory Animal Caretakers	541	5.9	32	\$8.31
Personal and Home Care Aides	2,474	5.8	143	\$8.46
Dental Hygienists	2,789	5.6	157	\$24.01
Personal Financial Advisors	561	5.5	31	\$25.17
Locomotive Engineers	780	5.5	43	\$21.02
Dental Assistants	4,249	5.5	233	\$10.94
Surgical Technologists	1,075	5.4	58	\$15.25
Veterinary Technologists and Technicians	709	5.4	38	\$10.93
Pharmacy Technicians	2,416	5.3	129	\$10.11
Child Care Workers	5,911	5.3	315	\$7.12
Computer Specialists, All Other	2,241	5.3	119	\$25.80
Special Education Teachers, Secondary School	1,554	5.3	82	\$15.62
Chemistry Teachers, Postsecondary	685	5.3	36	\$19.07
English Language and Literature Teachers, Postsecondary	1,142	5.3	60	\$22.47
Sociology Teachers, Postsecondary	840	5.2	44	\$27.10
Home Health Aides	9,627	5.2	503	\$8.04
Postsecondary Teachers, All Other	5,400	5.2	282	\$21.08
Health Specialties Teachers, Postsecondary	1,035	5.2	54	\$26.63
Mathematical Science Teachers, Postsecondary	920	5.2	48	\$17.77
Special Education Teachers, Middle School	902	5.2	47	\$14.78
Business Teachers, Postsecondary	1,019	5.2	53	\$25.36

¹ Data compiled from 2000 wage survey and 2000-2010 occupational projections prepared by the Arizona Dept of Economic Security Research Administration in cooperation with the U.S. Dept of Labor, Bureau of Labor Statistics.

² Because some fast-growing occupations have a small employment base, only occupations with 30 or more annual openings from growth were included here. For a complete list, visit: <http://www.de.state.az.us/links/conomic/webpage/index.html>

During the period 2000 to 2010, Arizona is projected to have a net increase in growth openings of 586,660, not including replacement openings. Many of the new entry-level jobs will require short-term training and provide potential for growth and advancement.

Did you notice that, in the first sentence, we spoke of the “net” increase of new jobs? When talking about total job openings, we need to consider the difference between actual job growth (new jobs) and openings due to separations (persons leaving the labor market or changing occupations). Separations account for 32% of the total job openings in the 2000 to 2010 time period. In Arizona, job growth is projected to produce almost 68% of the job openings.

Total job openings include both new jobs plus those created from separations. Overall, in Arizona there are 273 occupations that are projected to have over 60 openings per year. Some of the jobs are entry level with only short-term training required. Examples are sales persons and cashiers. Others require extensive training and pay higher salaries. Examples are registered nurses, accountants, and system analysts.

Many new jobs will be in the service industry, which includes such companies as banks, restaurants, food stores, nursing homes (other health care servers), child care providers and many others. In fact nine of the 27 fastest-growing jobs are in health services, which is not surprising, since we will have an older population.

As we continue to move toward a more service-oriented economy, manufacturing jobs will make up a smaller share of our total workforce. Nearly all of our higher

paying jobs will require many years of training. But a large portion of our jobs will need just on-the-job training (30 days or less). To obtain and keep these jobs, however, our workers will need good solid basic skills. Employers need persons who can follow instructions, work as a team, dress and act appropriately, and show up for work on time. All jobs, even entry-level, are becoming more technical through use of computers. As technology changes, workers will need to continually update their skills.

The following narrative about **occupational projections uses titles from the Standard Occupational Classification (SOC) system**. Previous occupational projections used Occupational Employment Statistics (OES) titles. **Caution** is therefore advised in making comparisons between this and previous occupational projections. The differences between the occupational classification systems make comparisons difficult. Note also that the projections presented should be viewed as indicators of relative magnitude and probable direction rather than forecasts of absolute occupational demand. Further, the occupational forecasts are only measures of expected employment and indicate little about future labor supply. It is therefore encouraged that this data be used with other sources of occupational information.

Office and administrative support occupations are expected to create approximately 14,071 jobs each year. A sample of occupations from this occupational group includes: customer service representatives, general office clerks, stock clerks, executive secretaries, receptionists,

bookkeeping, accounting, and auditing clerks, to name just a few. Also included in this occupational group are first line supervisors of office and administrative support occupations.

Food preparation and serving related occupations in Arizona are projected to generate about 9,898 openings per year. Included in this group are food preparation and serving workers, fast food workers, restaurant cooks, waiters and waitresses, bartenders, hosts and hostesses, dishwashers, and first line supervisors.

The next largest number of openings will be found in sales and related occupations, where 9,844 openings per year are projected. In this group, openings will be found for retail sales persons, cashiers, rental clerks, wholesale sales representatives, telemarketers, real estate sales, advertising sales, and first line sales supervisors.

Education, training, and library occupations, at 6,445 projected annual openings, is the fourth largest occupational group in Arizona in terms of job openings. Most of the openings in this group will come from elementary school teachers, teacher assistants, and secondary school teachers.

Rounding out the top ten largest occupational groups in Arizona as far as projected annual job openings, are management occupations at 5,111; transportation and material moving occupations at 4,975; healthcare practitioners and technical at 4,795; construction and extraction at 4,404; production at 3,454; and installation, maintenance, and repair occupations at 3,228. **For a more complete list of occupational projections and wages in Arizona, visit:**

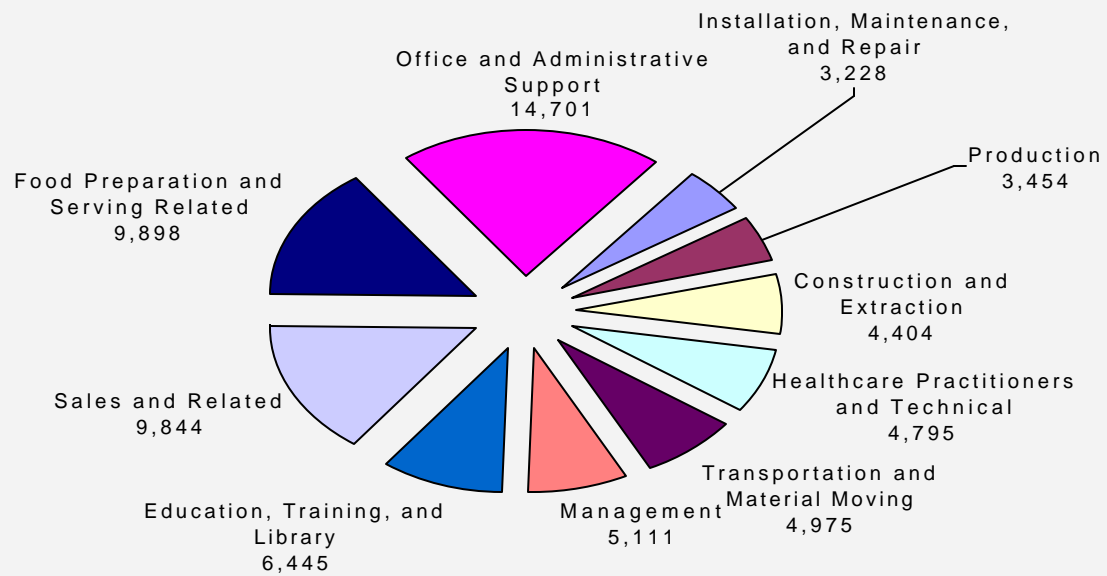
<http://www.de.state.az.us/links/economic/webpage/page6.html>

Arizona Occupational Groups Projected 10 Year Change Rates 2000-2010

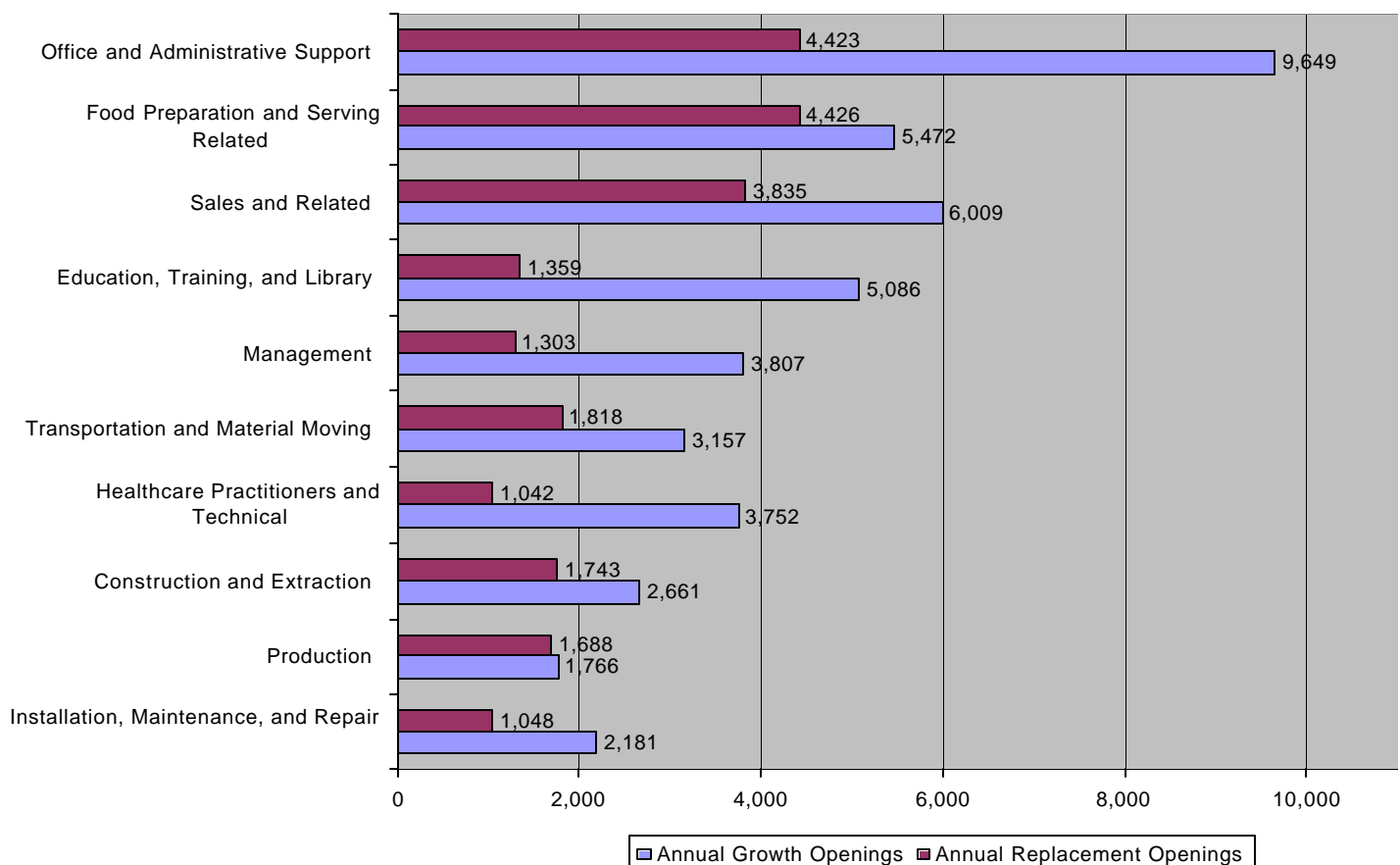
Occupational Group Title	2000 Est Emp	% of Total Emp	2010 Project Emp	% of Total Emp	2000- 2010 Change	2000- 2010 % Change
Total, All Occupations	2,288,817	100.0%	2,875,477	100.0%	586,660	25.6%
Management	143,651	6.3%	181,723	6.3%	38,072	26.5%
Business and Financial Operations	81,940	3.6%	103,580	3.6%	21,640	26.4%
Computer and Mathematical	53,022	2.3%	73,163	2.5%	20,141	38.0%
Architecture and Engineering	60,385	2.6%	70,329	2.4%	9,944	16.5%
Life, Physical, and Social Science	14,580	0.6%	18,900	0.7%	4,320	29.6%
Community and Social Services	21,631	0.9%	30,229	1.1%	8,598	39.7%
Legal	13,286	0.6%	16,093	0.6%	2,807	21.1%
Education, Training, and Library	123,070	5.4%	173,930	6.0%	50,860	41.3%
Arts, Design, Entertainment, Sports, and Media	23,260	1.0%	29,236	1.0%	5,976	25.7%
Healthcare Practitioners and Technical	93,506	4.1%	131,029	4.6%	37,523	40.1%
Healthcare Support Occupations	46,801	2.0%	68,230	2.4%	21,429	45.8%
Protective Service	68,542	3.0%	85,349	3.0%	16,807	24.5%
Food Preparation and Serving Related	192,366	8.4%	247,089	8.6%	54,723	28.4%
Building and Grounds Cleaning and Maintenance	79,881	3.5%	102,044	3.5%	22,163	27.7%
Personal Care and Service	42,715	1.9%	56,220	2.0%	13,505	31.6%
Sales and Related	236,895	10.4%	296,985	10.3%	60,090	25.4%
Office and Administrative Support	431,291	18.8%	527,778	18.4%	96,487	22.4%
Farming, Fishing, and Forestry	8,712	0.4%	12,635	0.4%	3,923	45.0%
Construction and Extraction	158,908	6.9%	185,516	6.5%	26,608	16.7%
Installation, Maintenance, and Repair	95,635	4.2%	117,443	4.1%	21,808	22.8%
Production	145,996	6.4%	163,658	5.7%	17,662	12.1%
Transportation and Material Moving	152,744	6.7%	184,318	6.4%	31,574	20.7%



Total Annual Openings (growth + replacements) 10 Largest Occupational Groups in Arizona 2000-2010



Annual Job Openings in 10 Largest Occupational Groups in Arizona 2000-2010



What's the Ideal Job?

Using data from the U. S. Department of Labor, trade groups, and telephone surveys, Jobs Rated Almanac ranks 250 jobs according to six criteria: income, stress, physical demands, potential growth, job security and work environment. What may surprise you is that the jobs many aspire to—movie star and athletic star—aren't the best jobs. They have little job security and a high level of stress. The job of Financial Planner, with less stress, high income and plenty of time off, is at the top of the list, while the worst ranked were many labor jobs in traditionally troubled fields such as lumberjacks, oil field roustabouts and fishermen. It's interesting to note that *the top 10 ranked jobs the last two years were all in math or computer-related fields.*

Best Overall Job:

Financial planner
Web site manager
Computer systems analyst
Actuary
Computer programmer

Worst Overall Job:

Ironworker
Cowboy
Lumberjack
Oil field roustabout
Fisherman

Least Stress:

Medical records technician
Janitor
Forklift operator
Musical instrument repairer
Florist

Most Stress:

Surgeon
Race car driver
Senior corporate executive
Firefighter
President of the United States

Most Secure:

Web developer
Web site manager
Computer consultant
Software engineer
Computer systems analyst

Least Secure:

Football player
Fisherman
Bricklayer
Drywall applicator/finisher
Garbage collector

Best Working Environment:

Statistician
Mathematician
Computer systems analyst
Hospital administrator
Historian

Worst Working Environment:

Taxi driver
NFL football player
Race car driver
Firefighter
President of the United States

Best Income:

NBA basket-	\$2,587,264
ball player	
Major league	\$1,668,257
baseball player	
NFL football	\$1,120,478
player	
Race car driver	\$489,844
President of the	\$400,000
United States	

Worst Income:

Cashier	\$16,069
Dressmaker	\$16,069
Bartender	\$15,067
Dishwasher	\$14,058
Waiter/Waitress	\$14,042

Arizona Career Matrix

When making a career decision, it is important to have as much information as possible, including how fast an occupation is growing, how many jobs are expected to be open each year, training requirements, hourly wages, job characteristics and necessary skills.

The *Arizona Career Matrix* brings this information to you. If the career area you are interested in is not in the Matrix, don't worry. Good opportunities are expected in many areas. Just remember to do some research—not only for careers with good employment potential, but especially for those that match your interests and abilities. The more information you gather, the easier and better your career decisions will be!

The primary purpose of this edition of the *Arizona Career Matrix* will be to help you relate career interests, training requirements, necessary worker skills, and job characteristics to various occupations. Note, however, that in this edition of the *Matrix*, the occupational categories and titles used are based on the Occupational Employment Statistics (OES) classification system. This is a transition period for many occupational information-gathering programs. This year, much of the occupational information is transitioning from the OES system to the Standard Occupational Classification (SOC). Therefore, future editions of the *Matrix* will use SOC occupational classification systems. For more information on the SOC, visit: <http://www.bls.gov/soc/> and <http://online.onetcenter.org/>.

<p>Job Title & Description: Job descriptions are from the Occupational Employment Statistics (OES) Classification System.</p> <p>Holland Code: The two or three letters that correspond to your career interests. See page 8-9 for further explanation.</p> <p>Training Code: Suggests the minimum education or training necessary to enter the occupation:</p> <ul style="list-style-type: none"> 01 First Professional Degree 02 Doctor's Degree 03 Master's Degree 04 Work Experience plus Degree 05 Bachelor's Degree 06 Associate Degree 07 Postsecondary Vocational Training 08 Work Experience in Related Occupation 09 Long-term On-The-Job Training 10 Moderate-term On-The Job Training 	<p>11 Short-term On-The-Job Training</p> <p>Worker Skills: The selected basic O*NET skills (U.S. Dept. of Labor's national occupational database) show the importance of that skill within each occupation. The rated skills (Reading, Listening, Writing, Speaking, Math, Science, Thinking and Learning) are checked when the importance level is 2.5 or greater on a scale of 5 or when level is rated at 50 or above on a scale of 100.</p> <p>Job Characteristics: Job characteristics defining your workplace interests and aptitudes.</p> <ul style="list-style-type: none"> 1. Occupations requiring physical activity. 2. Working with machines and equipment. 3. Dealing with people in a business setting. 4. Making decisions. 5. Helping and/or caring for people. 6. Working with detail in words & numbers. 	<ul style="list-style-type: none"> 7. Being creative. 8. Following an organized routine. 9. Working skillfully with your fingers. 10. Using numbers. 11. Leading & influencing people. 12. Literary/visual arts & crafts. 13. Physical & life sciences. 14. Helping visitors, travelers, customers. 15. Detailed tasks. 16. Safety of others; law enforcement. 17. Dealing with scientific/technical ideas. 18. Selling things to people. 19. Understanding words and communicating. 20. Applying mechanical principles to practical situations.
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Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
MANAGERIAL & ADMINISTRATIVE									
ADMINISTRATIVE SERVICES MANAGERS: Plan, organize, direct, control, or coordinate the supportive services department of a business, agency, or organization. Managers spending less than 80 percent of their time in administrative services should be classified in another appropriate category.	04 ESR 1,3,4,5,11	✓	✓	✓	✓	✓		✓	✓
EDUCATION ADMINISTRATORS: Plan, organize, direct, control, or coordinate educational activities of colleges and universities; elementary, secondary and postsecondary schools; vocational and technical schools training and instructional organizations in private business or other agencies.	04 ESA 3,4,6,11, 17,19	✓	✓	✓	✓	✓		✓	✓
ENGINEERING, COMPUTER, INFORMATION SYSTEMS, AND NATURAL SCIENCES MANAGERS: Plan, organize, direct, or coordinate activities in such fields as architecture, electronic data processing, engineering, life sciences, physical sciences, statistics, and systems analysis.	04 EIS 3,4,10,11, 17,19	✓	✓	✓	✓	✓	✓	✓	
FINANCIAL MANAGERS: Plan, organize, direct, control, or coordinate the financial activities of an organization. Include managers who negotiate general policy with financial or other institutions or managers in banks, or similar financial institutions, who advise on credit and investment policy.	04 ESR 3,4,6,8, 10,11,19	✓	✓	✓	✓	✓		✓	✓
FOOD SERVICE AND LODGING MANAGERS: Plan, organize, direct, control, or coordinate activities of an organization or department that serves food and beverages and/or provides lodging and other accommodations.	08 ESR 3,4,7,11,18	✓	✓	✓	✓	✓		✓	✓
GENERAL MANAGERS AND TOP EXECUTIVES: Top and middle managers whose duties and responsibilities are too diverse and general in nature to be classified in any functional or line area of management and administration.	04 ESR 3,4,6, 11,19	✓	✓	✓	✓	✓		✓	✓
MARKETING, ADVERTISING, AND PUBLIC RELATIONS MANAGERS: Formulate marketing policies, direct sales activities, and plan, organize, and direct advertising and public relations activities for a department, an entire organization, or on an account basis.	04 ESR 3,4,6,7, 11,19	✓	✓	✓	✓	✓	✓	✓	✓
MEDICINE AND HEALTH SERVICES MANAGERS: Plan, organize, direct, control, or coordinate medicine and health services in health establishments such as hospitals, clinics, or similar organizations.	04 SEC 3,4,5,6, 11,13,19	✓	✓	✓	✓	✓		✓	✓
PROFESSIONAL & TECHNICAL									
ACCOUNTANTS AND AUDITORS: Examine, analyze, and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.	05 CES 3,4,6,8, 10,15	✓	✓	✓	✓	✓	✓	✓	

Job Title & Description

ARTISTS & RELATED WORKERS:

Design and execute artwork to illustrate subject matter, promote public consumption of materials, products, or services; or to influence others in their opinions of individuals or organizations.

CLERGY:

Conduct religious worship and perform other spiritual functions associated with beliefs and practices of religious faith or denomination as delegated by ordinance, license, or other authorization. Provide spiritual and moral guidance and assistance and assistance to members.

COMPLIANCE OFFICERS & ENFORCEMENT INSPECTORS, EXCEPT CONSTRUCTION:

Enforce adherence to policies, procedures, or regulations and advise on standards. May inspect and enforce regulation on such matters as health, safety, food, immigration, licensing, or interstate commerce.

COMPUTER PROGRAMMERS:

Convert project specifications and statements of problems and procedures to detailed logical flow charts for coding into computer language. Develop and write computer programs to store, locate, and retrieve specific documents, data, and information.

COMPUTER SUPPORT SPECIALISTS:

Provide technical assistance and training to computer system users; investigate and resolve computer software and hardware problems.

CREDIT ANALYSTS:

Analyze current credit data and financial statements of individuals or firms to determine the degree of risk involved in extending credit or lending money. Prepare reports with this credit information for use in decision-making.

DESIGNERS, EXCEPT INTERIOR DESIGNERS:

Design or arrange objects and materials to achieve artistic or decorative affects for apparel or other commercial items. May also create, mark out, or draw designs for items such as furniture and machinery (product design).

HUMAN SERVICES WORKERS:

Assist Social Group Workers and Caseworkers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse and human relationships. Aid families and clients in obtaining information on the use of social and community services.

INSTRUCTORS AND COACHES, SPORTS AND PHYSICAL TRAINING:

Instruct or coach groups or individuals in the fundamentals of sports. Demonstrate techniques and methods of participation. Observe and inform participants of corrective measures necessary to improve their skills.

Trn Code
Holland Code
Job Char

Reading

Listening

Writing

Speaking

Math

Science

Thinking

Learning

04
AES
7,9,11,
12,18

✓

✓

✓

✓

✓

01
SAI
5,11,19

✓

✓

✓

✓

✓

✓

08
ESR
3,4,16,
17,19

05
CIR
2,4,6,7,
10,15,
17,20

✓

✓

✓

✓

✓

✓

✓

05
IRE
6,7,15,
17,19

✓

✓

✓

✓

✓

✓

✓

✓

05
ESR
3,5,6,10,
14,15,19

✓

✓

✓

✓

✓

✓

✓

05
AES
3,4,7,9,
11,12,15,
19,20

✓

✓

✓

✓

✓

✓

✓

✓

10
SEC
5,11,
14,19

✓

✓

✓

✓

✓

✓

✓

10
ESR
1,4,5,7,8,
11,19

✓

✓

✓

✓

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
LAWYERS: Conduct criminal and civil lawsuits, draw up legal documents, advise clients as to legal rights, and practice other phases of law. May represent client in court or before quasi-judicial or administrative agencies of government.	01 ESA 3,4,5,6, 14,15,19	✓	✓	✓	✓			✓	✓
LOAN OFFICERS & COUNSELORS: Evaluate, authorize, or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and methods of payments.	05 ESA 3,5,6,10, 14,15,19	✓	✓	✓	✓	✓		✓	✓
PARALEGAL PERSONNEL: Assist lawyers by researching law, investigating facts, and preparing legal documents. May gather research data for use as evidence to formulate defense or to initiate legal action.	06 SEC 4,15,19	✓	✓	✓	✓	✓		✓	✓
PERSONNEL, TRAINING, AND LABOR RELATIONS SPECIALISTS: Conduct programs of recruitment, selection, training, promotion, welfare, safety, compensation, or separation of employees. May specialize in specific areas such as labor-management relations, counseling, job analysis, position classification, training, or compensation.	05 ESR 3,4,5,11, 19	✓	✓	✓	✓	✓	✓	✓	✓
RECREATION WORKERS: Conduct recreation activities with groups in public, private, or volunteer agencies or recreation facilities. Organize and promote activities such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of participants.	05 SEI 1,2,5,7, 9,19	✓	✓	✓	✓			✓	
RESIDENTIAL COUNSELORS: Coordinate activities for residents of care and treatment institutions, boarding schools, college fraternities or sororities, children's homes, or similar establishments. Counsel residents in identifying and resolving social or other problems.	05 SEC 3,5,7, 11,19	✓	✓	✓	✓	✓		✓	✓
SOCIAL WORKERS, EXCEPT MEDICAL & PSYCHIATRIC: Counsel and aid individuals and families requiring social service assistance.	05 SEC 3,4,5,11, 13,19	✓	✓	✓	✓	✓		✓	✓
SOCIAL WORKERS, MEDICAL & PSYCHIATRIC: Counsel and aid individuals and families with problems that may arise during or following the recovery from physical or mental illness by providing supportive services designed to help the persons understand, accept, and follow medical recommendations.	03 SEC 3,4,5,11, 13,19	✓	✓	✓	✓	✓		✓	✓
SYSTEMS ANALYSTS, ELECTRONIC DATA PROCESSING: Analyze business, scientific, and technical problems for application to electronic data processing systems. Exclude persons working primarily as Engineers, Mathematicians, or Scientists.	05 IER 2,4,6,7,8, 9,10,11, 15,17, 19,20	✓	✓	✓	✓	✓	✓	✓	✓

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
TEACHERS AND INSTRUCTORS, VOCATIONAL EDUCATION AND TRAINING: Teach or instruct vocational and/or occupational subjects at the postsecondary level (but at less than the baccalaureate) to students who have graduated or left high school. Subjects include business, secretarial science, data processing, trades, and practical nursing.	08 SER 4,5,7 11, 19	✓	✓	✓	✓	✓	✓	✓	✓
TEACHERS, ELEMENTARY SCHOOL: Teach elementary pupils in public or private schools, basic academic, social, and other formulative skills. Exclude special education teachers of students with disabilities.	05 SEC 4,5,7, 11,19	✓	✓	✓	✓	✓	✓	✓	✓
TEACHERS, SECONDARY SCHOOL: Instruct students in public or private schools in one or more subjects, such as English mathematics, or social studies.	05 SAE 4,5,7, 11,19	✓	✓	✓	✓	✓	✓	✓	✓
MEDICINE & HEALTH									
DENTAL ASSISTANTS: Assist dentist at chair, set up patient and equipment, keep records, and records, and perform related duties as required.	10 SAI 1,2,5,8, 9,15	✓	✓	✓	✓	✓			
DENTAL HYGIENISTS: Perform dental prophylactic treatments and instruct groups and individuals in the care of the teeth and mouth.	06 SAI 1,2,5,9, 17,20	✓	✓	✓	✓	✓	✓	✓	✓
HOME HEALTH AIDES: Care for elderly, convalescent, or handicapped person in home of patient. Perform duties for patient such as changing bed linen; preparing meals; assisting in and out bed; bathing, dressing, and grooming; and administering oral medications under doctors' orders or direction of nurse.	11 SER 1,4,5	✓	✓	✓	✓			✓	
LICENSED PRACTICAL NURSES: Care for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions.	07 SEA 1,2,4,5,6, 8,9,10,13, 15,17	✓	✓	✓	✓	✓	✓	✓	✓
MEDICAL ASSISTANTS: Perform various duties under the direction of physician in examination and treatment of patients. Prepare treatment room, inventory supplies and instruments, and set up patient for attention of physician. Hand instruments and materials to physician as directed. Schedule appointments, keep medical records, and perform secretarial duties.	10 SRC 5,13,15	✓	✓	✓	✓	✓	✓	✓	

Job Title & Description

NURSING AIDES, ORDERLIES, AND ATTENDANTS:

Work under the direction of nursing or medical staff to provide auxiliary services in the care of patients. Perform duties such as answering patient's call bell, serving and collecting food trays, and feeding patients. Orderlies are primarily concerned with setting up equipment and relieving nurses of heavier work.

PHYSICIANS AND SURGEONS:

Doctors of medicine who diagnose and treat mental or physical disorders. May specialize in one field such as surgery, obstetrics, or psychiatry.

REGISTERED NURSES:

Administer nursing care to ill or injured persons. Licensing of registration required. Include administrative, public health, industrial, private duty, and surgical nurses.

Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
11 SER 5,8,13,19	✓	✓	✓	✓				
01 IRS 1,4,5,6,9, 13,15, 17,19	✓	✓	✓	✓	✓	✓	✓	✓
06 SIE 2,4,5,6,8, 10,13,14, 15,17,19	✓	✓	✓	✓	✓	✓	✓	

SALES & RELATED

CASHIERS:

Receive and disburse money in establishments other than financial institutions. Usually involves use of adding machines, cash registers, or change makers. May also include processing credit card transactions.

COUNTER AND RENTAL CLERKS:

Receive orders for services, such as rentals, repairs, dry-cleaning and storage. May compute cost and accept payment.

FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-SALES AND RELATED WORKERS:

Directly supervise and coordinate activities of marketing, and related workers. May perform management functions, such as sales, budgeting, accounting, marketing, and personnel work in addition to their supervisory duties.

SALES AGENTS, SECURITIES, COMMODITIES, AND FINANCIAL SERVICES:

Buy and sell securities in investment and trading firms, or call up on businesses and individuals to sell financial services. Provide financial services, such as loan, tax, and securities counseling. May advise securities customers about such things as stocks, bonds, and market conditions.

SALES REPRESENTATIVES, EXCEPT RETAIL & SCIENTIFIC AND RELATED PRODUCTS & SERVICES:

Sell goods or services for wholesalers or manufacturers to businesses or groups of individuals. Solicit orders from established clients or secure new customers. Work requires substantial knowledge of items sold.

11 CSE 2,3,10, 14,18	✓	✓	✓	✓	✓			
11 ERS 3,5,14,18	✓	✓	✓	✓	✓			
08 ESR 3,4,6,10, 11,18,19	✓	✓	✓	✓	✓	✓		
ESA 05 3,5,8,10, 11,14, 18,19	✓	✓	✓	✓	✓	✓	✓	
10 ERS 3,5,11,14 ERS 18,19	✓	✓	✓	✓	✓	✓	✓	

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
SALESPERSONS, PARTS: Sell spare and replaceable parts and equipment from behind counter in agency, repair shop, or parts store. Determine make, year, and type of part needed by observing damaged part or listening to a description of malfunction.	10 ESC 3,5,8,10, 11,14,18,	✓	✓	✓	✓	✓			
SALESPERSONS, RETAIL: Sell to the public any of a wide variety of merchandise, such as furniture, motor vehicles, appliances, or apparel.	11 ESA 3,4,6,10, 11,18,19	✓	✓	✓	✓	✓			
STOCK CLERKS, SALES FLOOR: Receive, store, and issue sales floor merchandise. Stock shelves, racks, cases, bins, and tables with merchandise and arrange merchandise displays to attract customers. May periodically take physical count of stock or check and mark merchandise.	11 REI 1,2,5,14, 15,18	✓	✓	✓			✓		
TELEMARKETERS, DOOR-TO-DOOR SALES WORKERS, NEWS AND STREET VENDORS, AND OTHER RELATED: Solicit orders for goods or services over the telephone; see goods or services door-to-door or on the street.	10 ESC 3,6,10,11, 14,18,19								
CLERICAL/ADMINISTRATIVE SUPPORT									
ADJUSTMENT CLERKS: Investigate and resolve customers' inquiries concerning merchandise, service, billing, or credit rating. Examine pertinent information to determine accuracy of customers' complaints and responsibility for error. Notify customers and appropriate personnel of findings and adjustments.	11 ESC 3,4,5,6, 10,11,14, 15,19	✓	✓	✓	✓	✓	✓	✓	
BILL AND ACCOUNT COLLECTORS: Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customers' account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; keeping records of collection and status of accounts.	11 ESC 3,4,6,8, 10,19	✓	✓	✓	✓	✓			
BILLING, COST, AND RATE CLERKS: Compile data, compute fees and charges, and prepare invoices for billing purposes.	11 CRS 4,6,8, 9,10,15	✓	✓	✓		✓			
BOOKKEEPING, ACCOUNTING, & AUDITING CLERKS: Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records.	10 CSR 2,3,4,6,8, 9,10,15, 17,19,20	✓	✓	✓		✓			
FILE CLERKS: File correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order or according to the filing system used. Locate and remove material from file when requested. May be required to classify and file new material.	11 CSR 3,6,19	✓	✓	✓					

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-CLERICAL & ADMINISTRATIVE SUPPORT WORKERS: Directly supervise and coordinate activities of clerical and administrative support workers. Managers/Supervisors are generally found in smaller establishments where they perform both supervisory and management functions, such as marketing, accounting, and personnel work, and may also engage in the same clerical work as the workers they supervise.	08 3,4,8, 11,19	✓	✓	✓	✓	✓		✓	✓
GENERAL OFFICE CLERKS: Perform duties too varied and diverse to be classified in any specific office clerical occupation. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of book keeping, typing, stenography, office machine operation, and filing.	11 CSE 3,5,6,8	✓	✓	✓	✓	✓			
LEGAL SECRETARIES: Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May review law journals and other legal publications to identify court decisions pertinent to pending cases and submit articles to company officials. Must be familiar with legal terminology, procedures, and documents, as well as legal research.	07 CSE 3,4,6,8,9, 15,19	✓	✓	✓	✓			✓	✓
LOAN AND CREDIT CLERKS: Assemble documents, prepare papers, process applications, and complete transactions of individuals applying for loans and credit.	11 CES 3,4,5,6, 10,15,19	✓	✓	✓	✓	✓			
RECEPTIONISTS AND INFORMATION CLERKS: Answer inquiries and obtain information for general public. Provide information regarding activities conducted at establishment; location of departments, offices, and employees within organization or services in a hotel.	11 CSE 3,4,5,8,9, 14,15,19	✓	✓	✓	✓	✓			
SECRETARIES, EXCEPT LEGAL AND MEDICAL: Relieve officials of clerical work and minor administrative and business details by scheduling appointments, giving information to callers, taking dictation, composing and typing routine correspondence, reading and routing incoming mail, filing correspondence and records.	07 CSE 2,3,4,5,6, 7,8,9,14, 15,19	✓	✓	✓	✓				
SHIPPING, RECEIVING, AND TRAFFIC CLERKS: Verify and keep records on incoming and outgoing shipments. Prepare items for shipment. Duties include assembling, addressing, stamping, and shipping merchandise or material; receiving, unpacking, verifying, and recording incoming of merchandise material; and arranging for the transportation of products.	11 REI 1,2,6,14	✓	✓	✓	✓	✓		✓	✓
STOCK CLERKS - STOCKROOM, WAREHOUSE OR STORAGE YARD: Receive, store, and issue materials, equipment, and other items from stockroom, warehouse, or storage yard. Keep records and compile stock reports.	11 REI 3,6,8,10, 15,20	✓	✓	✓	✓	✓			
BANK TELLERS: Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institutions' various transactions.	11 CSE 2,3,6,8,9, 10,15,19	✓	✓	✓	✓	✓			

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
SERVICES									
BARTENDERS: Mix and serve to patrons alcoholic and nonalcoholic drinks following standard recipes.	11 SEC 1,5,14, 18,19		✓	✓	✓				
CHILD CARE WORKERS: Attend to children at schools, businesses, and institutions. Perform variety of tasks such as dressing, feeding, bathing, and overseeing play. Exclude Preschool Teachers and Teacher Aides.	11 ESR 1,5,7,8, 11,19,20		✓		✓	✓	✓		
FOOD PREP. & SERVICE WORKERS, FAST FOOD: Perform duties which combine both food preparation and food service. Workers who spend more than 80 percent of their time in one job should be reported in that occupation.	11 REC 1,2,19		✓	✓	✓	✓			
COOKS, RESTAURANT: Prepare, season, and cook soups, meats, vegetables, desserts, and other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.	09 RES 1,2,4,6,7, 8,10	✓			✓				✓
COOKS, FAST FOOD: Prepare and cook food in a fast food restaurant with a limited menu. Duties of the cook are limited to one or two basic items and normally involve operating large-volume single-purpose cooking equipment.	11 SCR 1,2,19		✓						
CORRECTION OFFICERS AND JAILERS: Guard inmates in penal or rehabilitative institution in accordance with established regulations and procedures. May guard prisoners in transit between jail, courtroom, prison or other point.	09 SER 1,4,5,8,16	✓	✓	✓	✓				
COUNTER ATTENDANTS - LUNCHROOM, COFFEE SHOP, OR CAFETERIA: Serve food to diners at counter or from a steam table. Exclude Counter Attendants who also wait tables.	11 CES 1,2,5, 14,18		✓	✓	✓	✓			
DINING ROOM AND CAFETERIA ATTENDANTS AND BARTENDER HELPERS: Carry dirty dishes from dining room to kitchen; replace soiled table linens; set tables with silverware and glassware; supply service bar with food, and serve ice water, butter, and coffee to patrons. May wash tables.	11 CRS 1,2,5, 14,19								
FOOD PREPARATION WORKERS: Perform a variety of food preparation duties, such as preparing cold foods and maintaining and cleaning work areas, kitchen equipment, and utensils.	11 REC 1,2,19		✓		✓				

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
GUARDS AND WATCH GUARDS: Stand guard at entrance gate or walk about premises of business or entrance gate or walk about premises of business or industrial establishment to prevent theft, violence, or infractions of rules. Guard property against fire, theft, vandalism, and illegal entry.	11 ESC 5,8,14,16	✓	✓	✓	✓			✓	
HAIRDRESSERS, HAIRSTYLISTS, AND COSMETOLOGISTS: Provide beauty services, such as suggesting hair styles, cutting and treating hair and scalp, applying make-up, dressing wigs, and electrolysis to customers.	07 ESR 1,7,9,14	✓	✓	✓	✓			✓	
JANITORS AND CLEANERS, EXCEPT MAIDS AND HOUSEKEEPING CLEANERS: Keep buildings in clean and orderly condition. Perform heavy cleaning duties, such as operating motor-driven cleaning equipment, mopping floors, washing walls and glass, and removing rubbish.	11 REC 1,2,15,20	✓	✓	✓	✓			✓	
LABORERS, LANDSCAPING & GROUNDSKEEPING: Landscape and/or maintain grounds of public or private property using hand/power tools or equipment. May work in nursery facility or at customer location.	11 RIS 1,2,7,17								
MAIDS AND HOUSEKEEPING CLEANERS: Perform any combination of tasks to maintain private households or commercial establishments, such as hotels, restaurants and hospitals, in a clean and orderly manner.	11 CRE 1,8								
POLICE PATROL OFFICERS: Maintain order, enforce laws and ordinances, and protect life and property in an assigned patrol district. Perform combination of following duties: Patrol a specific area on foot or in a vehicle; direct traffic; issue traffic summonses; investigate accidents; apprehend, arrest, and process prisoners; and give evidence in court.	09 SER 1,4,5,6,8, 11,14, 16,19	✓	✓	✓	✓			✓	✓
WAITERS AND WAITRESSES: Serve food and/or beverages to patrons at tables. Usually take order from patron and make out check. May set table with linen and silverware and take payment from patron. May serve customers at counter as well as table.	11 CES 1,5,14,18		✓	✓	✓	✓			
CONSTRUCTION, PRODUCTION & REPAIR									
ASSEMBLERS & FABRICATORS, EXCEPT MACHINE, ELECTRICAL, ELECTRONIC, & PRECISION: Assemble or fit together parts to form complete units or subassemblies at a bench, conveyor line, or on the floor. Work may involve the use of hand tools and power tools for fitting and assembly operations.	11 RCE 1,2,15		✓		✓		✓		
AUTOMOTIVE BODY AND RELATED REPAIRERS: Repair, repaint, and refinish automotive vehicle bodies; straighten vehicle frames; and replace damaged vehicle glass.	09 REI 1,2,8,9, 15,20	✓	✓	✓	✓	✓	✓	✓	✓

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
AUTOMOTIVE MECHANICS: Adjust, repair, and overhaul automotive vehicles. May be designated according to specialties, such as Brake Repairers, Transmission Mechanics, or Front-end Mechanics.	07 RES 1,2,4,8,9, 15,20	✓	✓					✓	
BRICKMASONS: Lay building materials such as brick, structural tile, concrete, cinder, glass, gypsum, and terra cotta block (except stone) to construct or repair walls, partitions, arches, sewers, and other structures.	09 RSE 1,2,7, 9,10					✓			
BUS & TRUCK MECHANICS & DIESEL ENGINE SPECIALISTS: Repair and maintain the operating condition of trucks, buses, and all types of diesel engines.	09 REI 1,2,9,10 15,20								
CARPENTERS: Construct, erect, install and repair structures, fixtures, and equipment of wood, plywood, and wallboard, using carpentry tools and woodworking machines.	09 REI 1,2,6,7,9, 10,15,20	✓	✓		✓	✓		✓	
ELECTRICIANS: Install, maintain, and repair electrical wiring, equipment, and fixtures. Insure that work is in accordance with relevant codes. May read blueprints.	09 RES 2,9,10, 15,17,20	✓	✓	✓	✓	✓	✓	✓	✓
FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-CONSTRUCTION TRADES AND EXTRACTIVE WORKERS: Directly supervise and coordinate activities of construction or extractive workers.	08 RES 1,2,9,11,15, 17,19,20	✓	✓	✓	✓	✓	✓	✓	✓
FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-MECHANICS-INSTALLERS, AND REPAIRERS: Directly supervise and coordinate activities of mechanics, repairers, and installers installers and their helpers.	08 RES 1,2,9,11, 15,17,19,20	✓	✓	✓	✓	✓		✓	✓
FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS PRODUCTION AND OPERATING WORKERS: Directly supervise and coordinate activities of production and operating workers such as testers, precision workers, machine setters and operators, assemblers, fabricators, or plant and system operators.	08 RES 1,2,9,11 15,17,	✓	✓	✓	✓	✓		✓	
HAND PACKERS AND PACKAGERS: Pack or package by hand a wide variety of products and materials. Exclude workers whose jobs require more than minimum training.	11 RES 1,20	✓		✓					
HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS AND INSTALLERS: Install and repair heating, air conditioning, and refrigerating systems. Installation and repair of oil burners, hot-air furnaces, heating stoves, and similar equipment in homes and commercial establishments.	09 REC 1,2,9	✓	✓	✓	✓	✓	✓		

Job Title & Description	Trn Code Holland Code Job Char	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
HELPERS, CARPENTERS AND RELATED WORKERS: Help carpenters or carpentry-related craft workers by performing duties of lesser skill. Duties include supplying or holding materials or tools, and cleaning work area and equipment.	11 REI 1,2,9, 15,20								
MAINTENANCE REPAIRERS, GENERAL UTILITY: Perform work involving two or more maintenance skills to keep machines, mechanical equipment, or structure of an establishment in repair. Duties may involve pipefitting, boilermaking, insulating, welding, machining, machine and equipment repairing, carpentry, and electrical work.	11 RES 1,2,20								
MEAT, POULTRY, AND FISH CUTTERS AND TRIMMERS, HAND: Use hand tools to perform a wide variety of food cutting and trimming tasks that require skills less than that of the precision level.	11 RSE 1,2,9								
OPERATING ENGINEERS: Operate several types of power construction equipment, such as compressors, pumps, hoists, derricks, cranes, shovels, tractors, scrapers, or motor graders to excavate, move and grade earth, erect structures, or pour concrete or other hard surface pavement.	10 RIS 1,2,4,20								
PACKAGING AND FILLING MACHINE OPERATORS AND TENDERS: Operate or tend machines, such as filling machines, casing-running machines, ham rolling machines, preservative filling machines, baling machines, wrapping machines, and stuffing machines, to prepare industrial or consumer products.	10 RCE 1,2					✓			
PAINTERS AND PAPERHANGERS, CONSTRUCTION &, MAINTENANCE: PAINTERS: Paint walls, equipment, buildings, bridges, and other structural surfaces using brushes, rollers, and spray guns. May mix colors or oils to obtain desired color or consistency. PAPERHANGERS: Cover interior fabric or attach advertising posters on surfaces walls and ceilings of rooms with decorative wallpaper or such as walls and billboards.	10 RES 1,7,9	✓				✓			
PLUMBERS, PIPEFITTERS, AND STEAMFITTERS: Assemble, install, alter, and repair pipe systems (metal, plastic, ceramic, composition, etc.) that carry water, steam, air, or other liquids or gases.	09 REI 1,2	✓	✓	✓	✓			✓	
TRANSPORTATION									
BUS DRIVERS: Drive bus, transporting passengers over specified routes to local or distant points according to a time schedule. Assist passengers with baggage. Collect tickets or or cash fares.	10 RES 1,2,3, 5,8,14	✓			✓	✓			

Job Title & Description**INDUSTRIAL TRUCK AND TRACTOR OPERATORS:**

Operate gasoline or electric-powered industrial trucks equipped with fork lift, elevated platform, or trailer hitch to move materials around a warehouse, storage yard, factory, or construction site.

TRUCK DRIVERS, HEAVY OR TRACTOR-TRAILER:

Drive a tractor-trailer combination or a truck with a capacity of at least 3 tons, to transport and deliver goods, livestock, or materials in liquid, loose or packaged form. May be required to unload truck.

TRUCK DRIVERS, LIGHT, INCLUDE DELIVERY AND ROUTE WORKERS:

Drive a truck, van, or automobile with a capacity under three tons. May drive light truck to deliver or pick up merchandise. May load and unload truck.

Trn Code
Holland Code
Job Char

Reading

Listening

Writing

Speaking

Math

Science

Thinking

Learning

11
RSE
1,2,19

✓

11
REI
1,2

✓

✓

✓

✓

11
RCE
1,2

Arizona Major Employers

Major Employers-Greater Phoenix

Company Name

Arizona Employment

State of Arizona	49,973
Wal-Mart	17,500
Honeywell International Inc.	16,000
Maricopa County	15,523
Motorola Inc.	15,100
Banner-Health Systems	14,000
The Kroger Co.	13,500
City of Phoenix	13,298
American Express Co.	11,000
America West Holdings	10,270
U.S. Postal Service	10,012
Intel Corp.	10,000
Bank One Corp.	9,100
Safeway Inc.	8,995
Wells Fargo Bank	8,900
Arizona State University	8,852
Qwest Communications International Inc.	8,302
Target Corp.	8,068
Mesa Public Schools	7,815
Bashas' Inc.	7,350
Tosco Marketing Co.	6,536
Albertson's Inc.	6,500
Walgreen Co.	6,225
Bank of America Corp.	6,023

Source: The Business Journal Book of Lists 2002

Your Money

What happens when you leave home, get your own place, and start paying all of the bills your parents used to take care of; like rent, food, phone and electric bills? Reality sets in! If you're not careful, you'll find it tough to pay all of those bills and still go out on dates and buy stylish clothes. Developing a budget, however, can help.

Your Monthly Budget

		<u>Sample</u>	<u>Yours</u>
I. Gross Monthly Pay		\$1,423	\$_____
II. Taxes			
Federal	11.00%	\$157	\$_____
State	4.25%	60	\$_____
Social Security	7.7%	110	\$_____
Health Insurance	7.0%	100	\$_____
Pension	2.0%	28	\$_____
TOTAL TAXES:		\$455	\$_____
III. Monthly Take-Home Pay (Net)		\$968	\$_____
IV. Expenses			
Food	25.0%	\$242	\$_____
Housing	30.0%	290	\$_____
Clothing	10.0%	97	\$_____
Transportation	20.0%	194	\$_____
Savings	5.0%	48	\$_____
Miscellaneous	10.0%	97	\$_____
TOTAL EXPENSES:		\$968	\$_____

For example, you've just graduated from high school and you have a job paying \$1,423 per month (\$17,076 per year). To someone just graduating from high school, that may seem like a lot of money. But, break these numbers down and apply them to what it costs to live on your own. You'll quickly find that a dollar doesn't go as far as you think it does.

Developing a budget can help you manage your money more wisely, yet also force you to make tough decisions about what you can and cannot buy. The sample budget shown here has categories with suggested percentages that are practical. Take the time to do your own projected budget in the spaces provided.

Most of us measure job compensation by the dollar amount of our paycheck, but there's more to it than that. Fringe benefits go hand in hand with wages to boost a job's paying power.

It's important for you to consider what benefits your new employer offers in comparison with other companies. A benefit package might include paid holidays, sick leave, vacation, health insurance, pension or retirement plans, and education assistance.



Your Dollars Across America...

Where You Work or Go to School Determines Your Cost of Living

	Composite Index	Grocery Items	Housing	Utilities	Trans- portation	Health Care	Misc Goods/ Services
<u>Arizona Cities</u>							
Phoenix Metro Area	99.0	102.8	100.9	94.9	102.8	117.8	92.4
Flagstaff	102.5	102.1	113.5	96.3	107.8	116.8	91.1
Lake Havasu City	97.7	108.3	98.5	99.5	92.6	96.1	93.2
Prescott/Prescott Valley	113.9	110.1	137.3	96.5	108.9	115.0	101.4
Tucson Metro Area	98.8	108.1	93.2	109.7	103.6	116.8	92.1
Sierra Vista	97.4	104.7	90.8	120.5	105.0	102.2	90.9
Yuma	96.6	98.0	87.8	140.0	105.9	98.5	89.9
<u>Western U.S. Cities</u>							
Sacramento, CA	117.7	119.3	130.9	111.0	115.9	137.8	104.8
Los Angeles, CA	147.7	111.4	241.5	114.7	109.1	120.8	109.4
San Diego, CA	120.8	119.9	142.6	122.0	117.5	123.6	103.0
Colorado Springs, CO	97.3	101.2	103.3	74.4	99.1	115.7	92.4
Denver, CO	110.0	113.1	123.4	82.9	107.0	128.5	101.7
Albuquerque, NM	99.9	109.1	99.7	91.7	98.1	100.8	97.9
Las Cruces, NM	93.1	103.1	89.2	90.1	90.5	94.7	92.7
Santa Fe, NM	113.7	101.1	146.8	85.6	106.5	110.3	101.3
Dallas, TX	99.9	97.0	98.8	95.0	105.6	101.4	101.4
El Paso, TX	92.3	103.1	85.3	90.6	104.3	94.4	89.4
Houston, TX	94.3	93.5	84.0	95.9	108.8	109.1	96.4
San Antonio, TX	89.9	92.5	83.0	71.9	91.7	94.3	97.5
Boise, ID	99.9	99.3	98.5	82.6	97.3	112.9	104.3
Portland, OR	107.0	102.7	115.3	84.8	109.1	122.1	104.6
Las Vegas, NV	105.6	113.7	102.0	88.2	114.2	124.7	103.5
Salt Lake City, UT	103.1	114.0	102.9	76.0	101.3	98.7	105.9
Spokane, WA	102.7	106.2	106.8	67.7	98.1	117.0	105.2
Tacoma, WA	103.3	113.4	106.8	70.4	103.2	116.2	101.4
Cheyenne, WY	96.6	109.2	87.6	92.9	101.5	101.8	96.7
<u>Other U.S. Cities</u>							
Washington, DC	114.7	112.6	129.0	97.1	109.3	114.7	109.4
Tampa-St. Petersburg, FL	99.4	104.1	95.4	102.9	99.8	98.6	99.6
Atlanta, GA	102.0	102.2	103.8	90.4	108.3	104.0	101.0
Boston, MA	132.5	116.6	171.2	134.0	111.6	130.0	113.8
New York (Manhattan), NY	241.0	143.9	485.3	199.3	121.2	176.3	137.0

Source: ACCRA Cost of Living Index, February 2001 Quarterly Report

Step #3:

How Do I Decide?

In Step #1, you looked at your interests, aptitudes and workplace preferences.

In Step #2, you looked at Arizona's overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities.

We are now going to ask you to match your self assessment results with the occupations that interest you and to match chosen occupations to job characteristics. We will also ask you to set some specific goals for yourself.



Next Step: How Do I Make It Happen?

Planning your career is truly a “life-long process.” Over time, your needs, skills, abilities, interests and life role will change. As you develop your career planning skills, not only will you pay close attention to possible occupational choices, but also to your leisure activities and educational goals, and how they relate to your interests. Your career choice is only one aspect of your life. Yet your work impacts other parts of your life including the amount of financial resources you will have, where you live and the how much leisure time you will have.

Remember:

- You are probably suited for a variety of jobs, not just one.
- It is most likely that you will be changing jobs 6 to 8 times in your life.

- Learn “how” to find a career, seek the necessary assistance along the way, and you’ll surely chart the right course!

With change so constant and rapid, employers and clients need workers with a great mix of personal characteristics and skills. It isn’t enough to know how to do one thing. Even though you spend most of your time working on a keyboard, you may also have to deal with customers, work with a team at your office, and manage both your time and budget. The best-trained computer technician might not get the job if he or she doesn’t demonstrate good people and good communications skills, the ability to work with others, and a willingness to learn new skills.

What Have I Found Out?

My Career Interests

My strongest areas of career interests (page 3) are:

(Put a #1 in your strongest area, a #2 in your next strongest, and a #3 in the last area of interest))

☐ **Hands-On** activities
☐ Working with **People**
☐ Working with **Information**

My Work Styles

I have made some decisions about the way(s) I prefer to work (pages 5-7). Work styles that appeal to me are:

My Personality Style

I have determined that my Personality Style (pages 8-9) is:

Occupations that interest me:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

For each occupation you have listed, write down the skill areas and list below what you will need to work in that occupation.

<i>Art</i>	<i>Family Studies</i>
<i>Geography</i>	<i>Business</i>
<i>History</i>	<i>Computers</i>
<i>Language</i>	<i>Dramas</i>
<i>Music</i>	<i>Economics</i>
<i>Phys.ed.</i>	<i>English</i>
<i>Science</i>	

Take stock!

Now that you have matched occupations with required training/education:

Ask yourself:

Are the skill areas/courses I've listed beside my chosen occupations ones that I'm able to take today or planning to take in the near future? Do I have the required high school diploma and financial means to enroll in college?

Yes?

You're on the right track! Today, most occupations require a lifelong commitment to additional training or education. And companies often want employees to upgrade their knowledge and skills with more education.

Your best career match will be an occupation that allows you to continue to learn in the areas you prefer.

No?

You'd better chart a new course! If you like certain occupations, but don't plan to take the necessary courses, the occupations may not be a good fit. You may want to redo your self assessment, check additional occupations, or talk with a career counselor at your school.



Self and Job Match Worksheet

On the previous page, we tied together your self assessment with certain occupations and then looked at the skills you would need to work in those occupations. And then we asked you about any additional education or training you might require. On this worksheet, we are asking that you compare your self assessment with actual occupational job profiles. The *Occupational Outlook Handbook*, *O*Net Data Dictionary*, *Guide for Occupational Exploration*, the *Arizona Career Information System* and *this Guide* can help supply the information requested.

<u>Self profile</u>	<u>Job profile</u>	<u>Match? Comments</u>
Interests (Holland Code, etc.)	Occupation (SOC code)	
Skills (technical; transferable)	Job Duties/Tasks	
Traits (personal style)	Job Requirements (personality)	
Aptitudes (e.g., ASVAB, GATB, etc.)	GOE Codes. Write out.	
Work Values	Working Conditions	
Physical Condition	Physical Requirements	
Education Obtained	Education Required	
Past Experience	Experience Required	
Budget/Financial Needs	Salary/Benefits	

My Career Choice

You've now reached the decision time in your career search. You have matched yourself with one or more occupations. It's time to ask yourself some very serious questions:

Did I carefully match my aptitudes with the occupation(s) I've chosen?

- ***Don't*** choose veterinarian if you don't like working with animals or are allergic to cat hair.
- ***Don't*** choose nursing if sick people make you sick.
- ***Don't*** choose engineering if you have poor study habits or can't handle math.
- Do I have enough information to make a decision? What additional information do I need to collect?

Occupational Outlook

- Will there be openings for this type of work when I finish my training/college?
- Will my earnings be enough to support the lifestyle that I want?

- How many years of training are required?
- Will I need special certification or licensing?
- Will I have to relocate to another city?
- Can I meet the physical demands of this job?

Along with choosing an occupation as your career choice, you will also face other decisions.

Whether you decide to further your education, enter the workforce, or do both, you may have to consider these problems:

How tough is the competition in the occupation(s) I'm considering?

- Am I being realistic when I evaluate my abilities and those of the competition?
- How well do I stack up?
- Do I have the grades and test scores required by college programs?
- Do I have the skills to be successful?

What is the next step?

- Do I need to upgrade or add new skills? Work on my self-development needs?
- What support do I have in place? What type of support do I need to find?

Transportation?

If your job is not close to your home, you may have a long commute to work.

Breakdowns and bad weather may sometimes cause you to be late to work.

Unpleasant Working Conditions:

If you find it hard to get along with a co-worker, a boss, or customers, your job will be more stressful. When this occurs, you might be tempted to stay home.

If working, discuss your concerns about possible problems with your boss. If a job situation becomes too stressful to manage, the only solution may be to change jobs. But don't quit your job until you have another one lined up or you know that you can pay your bills while you are looking!



My Choice is...



On the basis of what I have learned, I am interested in learning more about the following occupation(s):

"No trumpets sound when the important decisions of our life are made. Destiny is made known silently."

-Agnes de Mille

Constantly Reassess!

Remember that career planning is a *journey*, not a *destination*.

You will need to periodically reassess where you are and where you want to go by asking yourself:

- Have I set realistic goals?
- Have I either under - or over-estimated my abilities?
- Have I developed new interests or skills?
- Have my priorities changed?
- Do I have new information which needs to be considered?

Setting My Goals

It is never too soon to start thinking about what you want to do in your lifetime and the type of lifestyle you want. Let's just take this goal-setting one step at a time. Make **three** copies of the Goal sheet shown below. Label each of the sheets for your **1-Year** Goals, **5-Year** Goals, and **Lifetime** Goals.

It's very important to make yourself actually **write down** your goals at each level, not just think about them.

Name: _____

Date: _____

MY _____ GOAL SHEET

Employment Advancement? _____

Education? _____

Family? _____

Where will I be living? _____

Housing? _____

Transportation? _____

Friends? _____

Health? _____

Hobbies? _____

Travel? _____

New Experiences? _____

Step #4

How Do I Do It?

In Step #1, you looked at your interests, aptitudes and workplace preferences.

In Step #2, you looked at Arizona's overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities.

In Step #3, you chose the occupation(s) most suited to your self assessment.



In Step #4, you will take your goals and turn them into reality. Whether you're looking for additional training/education, looking into the military, or entering the workplace, this section will provide valuable assistance.

Self-reliance and a positive attitude are your keys to finding good opportunities and making career choices that will be right for you and provide you with rewarding experiences in the world of work.

You can't go wrong if you:

- 1. Think about life as an adventure** filled with exciting unknowns.
- 2. Look for the positive** in every situation. What's the plus? Where's the opportunity?
- 3. Know what you want in life** and don't go for the quick fix. Stay true to your values and beliefs.
- 4. Know your strengths** and think about them every day.
- 5. Identify your weaknesses** and know that they are limitations, not flaws.
- 6. Build on your strengths** and find ways to reduce your limitations.
- 7. Learn from your mistakes.** Think what you will do differently the next time.
- 8. Learn to speak up for yourself** and verbalize what you want.

Which Way are You Headed?

You have made your career choice. To successfully realize your career goal, which way are you headed? To the military? To college? To an Apprenticeship program? To a Tech Prep high school program? Enroll in a Career and Technical Education program? Or perhaps you already have the necessary skills to enter directly into the workforce.

Your choices at this point in your career development preparation are many and very important!

People often choose a job or college major because a parent or friend suggests that there are lots of jobs in that field and that you can make a good living. However, it is important for you to learn as much as you can about different occupations, not just the job title, but what people actually do in the job. When you think about the time and financial investment you are making, it's important to make absolutely sure that this choice is the best one for you.

One good way to do this is by participating in a Work-Based Learning or Co-op program at your high school. Check with your counselor to see what is available.

Volunteer work is another way to gain this type of specific knowledge. Volunteer at a hospital, nursing home, or a friend's business.

Many jobs are spread across many industries. For instance, if you enjoy writing, you might work as a newspaper columnist or write technical manuals for a chemical company. Even though both jobs involve writing, each one may require a tailored educational background, or you may find you prefer one work environment more than the other.

Although our chart shows that earnings rise rapidly as you progress through the education levels, it does not reflect earnings available for those who have continued their education outside the college environment. According to Tom Bowden, Managing Editor of *Tech Directions*, August 2000, "When you compare the earnings of skilled tradespeople against the earnings of bachelor's degree holders, the difference in income is negligible."

This section will assist you in exploring your options, whichever

way you are headed.

Apprenticeship Programs

An apprenticeship program is one path you might consider. If you're already a career and technical education student, you're well on your way to develop skills that will help in an apprenticeship. In fact, if you are a graduate of one of the five vocational technical high schools in Arizona, you are eligible to apply for an advanced standing of year one of the apprenticeship program.

An apprentice is a paid employee with benefits provided. You sign a written agreement with the employer and are registered with the state to learn a skilled occupation. Whether that skill is carpentry, welding, or another occupation, the apprentice receives one to five years of on-the-job training while also receiving related classroom instruction.

Generally, an apprentice's pay begins at about half that of an experienced worker (probably \$20,000-\$22,000 the first year), and increases periodically throughout the apprenticeship. Once training is complete, the apprentice becomes a skilled technician, and depending on the occupation learned, will earn, on average, in excess of \$30,000 per year. If a skilled technician is employed by one of the larger Arizona employers, he or she can expect to make \$40,000 within five years of receiving his or her "Certificate of Completion." The Certificate of Completion is a nationally recognized standard of accomplishment in a given occupation.

Most employers require applicants to have at least a high school diploma. Requirements vary from occupation to occupation, program

to program, and plan to plan. Courses in shop, mathematics, drafting, physics, chemistry, and others related to the technical and mechanical trades are highly recommended.

In 2001 Arizona has approximately 3,000 registered apprentices, with over 120 program sponsors, which represents more than 2,500 employers statewide, including trade unions and employers from the largest to the smallest.

Some examples of available apprenticeships include:

Construction

Bricklayer	Plumber
Carpenter	Electrician
Bricklayer	Painter/
Steamfitter	Decorator
Sheet Metal Worker	

Manufacturing

Die Cast/Die Maker
Grinder Operator/Precision Tool
HVAC Mechanic
Mechanic, Construction Equipment
Machinist
Plastics Operator
Tool & Die Maker

Service

Auto Mechanic	Landscape Tech.
Chef	Nursing Assistant
Housekeeper/	Retail Sales Mgr.
Custodian	Saddle Maker

Medical

Medical Secretary
Phlebotomist

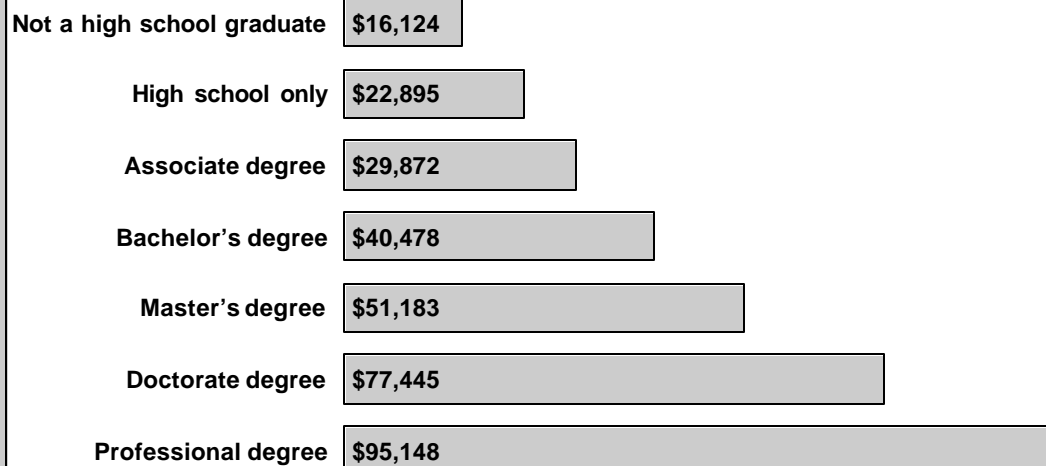
Agriculture

Horse Trainer

For information on how to obtain an apprenticeship, contact the Arizona Apprenticeship registration agency, Arizona Department of Commerce, 3221 North 16th Street, Suite 105, Phoenix, AZ 85016. (602) 212-1912.

Stay in School...

Average Earnings by Educational Attainment, 1999 (U.S.)

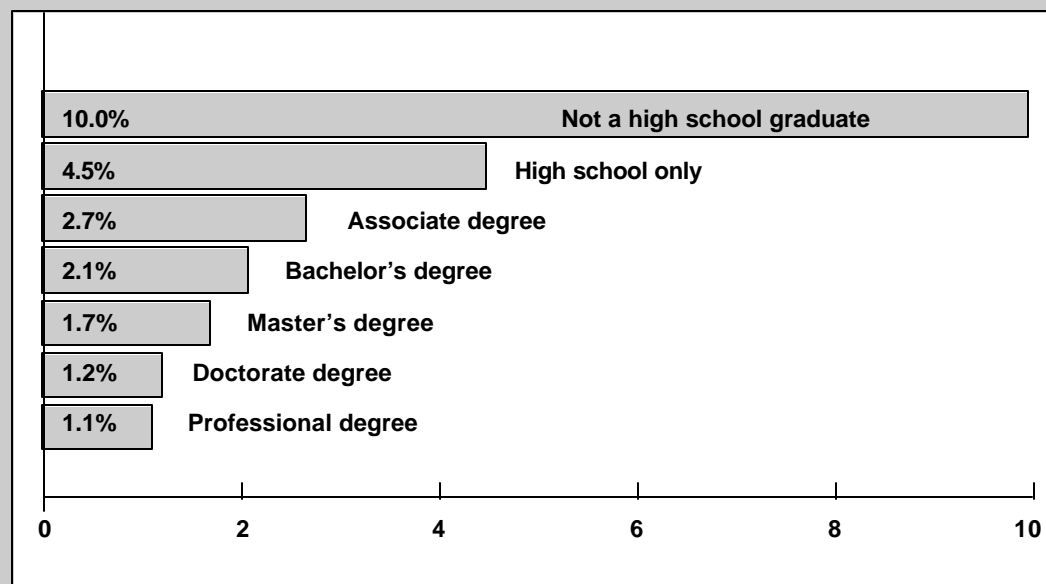


Source: U. S. Department of Commerce, Bureau of the Census.

The advice to “stay in school” has been familiar to you since you were small. The fact is: The more education you have, the more money you can earn.

Not every person who holds an advanced degree reports a high income, and many people who have left school early have high earnings today. But, overall, there is a clear relationship between the amount of schooling and subsequent earnings.

Unemployment Rate by Educational Attainment, 1999 (U.S.)



Source: U. S. Department of Labor, Bureau of Labor Statistics.

Something else to be considered. The average unemployment rate for college graduates was 2.1% in 1999, compared with 4.5% for high school graduates and 10% for high school dropouts.

Career and Technical Education in Arizona

As you've probably figured out by now, determining which career is best for you isn't that simple. However, once you've narrowed down your choices, you must then determine the best way to get the education and experience needed to successfully pursue your career goals.

Career and Technical Education might be just what you need. It includes a wide variety of programs that are designed to equip you with work and life skills. As a career and technical education student, you can explore career options, gain insight into a number of fields, prepare for a wide range of occupations, retrain for new jobs, and learn how to improve home and family life.

In Arizona, career and technical education programs offer concentrated training that prepares you for such diverse careers as agriculture, electronics and computers, retailing, finance, insurance, construction, manufacturing, small business management, hospitality, fashion, and early childhood education. Students who successfully complete these programs are able to find jobs and keep them, advance in careers, and contribute as citizens to their community.

Today's workplace is changing like never before. Employers demand that workers have solid skills as well as the ability to adapt to new technology. You're in a position where you'll experience employment challenges your parents never imagined. Advances in information processing, communications,

electronics, and more have changed and will continue to change working environments and lifestyles. Ask yourself this question: Do you have the necessary job skills to keep pace with today's rapidly changing technology? If your answer is no, consider the advantages of career and technical education.

Most career and technical education programs combine classroom instruction, laboratory work, on-the-job cooperative work experiences, and participation in student organizations. This combination makes this type of education an exciting prospect as you consider ways to achieve your career goals.

Remember, career and technical education doesn't stop once you get your high school diploma. Many students continue their education beyond high school. About 61% of career and technical education graduates enroll in college or choose other postsecondary training.

All local comprehensive high schools as well as the vocational technical centers offer a wide variety of programs.

These programs fall into six major areas of study:

- **Natural Resources**, including horticulture, production agriculture, environmental science, agricultural mechanics, agribusiness, and landscaping.

- **Business Systems**, including accounting, office occupations, business management, and information and technology programs.

- **Health Careers Education**, in-

cluding nursing services and allied health services.

- **Social and Human Services** includes culinary arts, hospitality services, early childhood education, apparel design and merchandising. Additionally, students take courses for personal success in life and community leadership.

- **Marketing, Management, and Entrepreneurship**, includes the sales and marketing program; it prepares students for marketing, management, and entrepreneurial careers.

- **Industrial Technological Education** prepares students for a variety of jobs in such fields as communications, computer-aided drafting, construction, electricity and electronics, mechanical and computer control material processing, manufacturing and transportation. A few specific program titles are: building maintenance, cabinetmaking, drafting technology, electronics technology, precision metal workers (machining, sheet metal and welding technicians), vehicle and mobile equipment technology (automotive repair, technicians, aircraft mechanics, air cooled engine repair and automotive collision repair), and visual communications (electronic imaging, fine arts and commercial photography, photo journalism, and commercial art-sign making, graphic design, advertising art, typesetting, illustration and layout).

If you are interested in learning more about these careers or specific programs, see your school counselor.

Should I Be a Career and Technical Education Student?

1. Are you seriously thinking about trying to find a job as soon as you leave high school?
2. Do you prefer learning through activities and acquiring general skills that will help you no matter what occupations you work in?
3. Would you be able to learn reading and math skills more easily if you could see how people use those skills in their work?
4. Are you interested in project-based learning rather than book-based learning?
5. Is it important that you get some kind of work experience so that you know how to apply what you are learning in school?
6. Are you interested in participating in a student organization that develops leadership skills?
7. Do you need skills that will help

you find a part-time job while you continue your education after finishing high school?

If you answered "yes" to most of these questions, ask your guidance counselor for more information about the career and technical programs available.

Career & Technical Student Organizations

If you're looking for ways to enhance your career and technical education experience, participation in a student organization might be the answer. Currently there are five active organizations available to students enrolled in career and technical education programs. Career and Technical Student Organizations can have a very positive impact on career development because they offer "real-life" experiences, insight into careers, and the chance to make valuable contacts with business professionals.

Contact your career guidance counselor or career and technical education teacher for sign-up information.



Future Business Leaders of America (FBLA)

FBLA is a dynamic national organization of young people preparing for success as leaders in business, government, and the community. The goals of FBLA are to promote competent, aggressive business leadership, understand the American business enterprise system, establish career goals and encourage scholarship. Members get the "leading edge" as they gain the experience and knowledge to build business and leadership skills as well as develop confidence through working with local business, community leaders, and the public in "real-world" experiences.



Future Farmers of America (FFA)

Future Farmers of America is a national organization of students preparing for careers in agriculture through agricultural education courses in public schools. This group uses activities, scholarship and award programs to give students practical experience in the application of agricultural skills and knowledge. Currently, FFA consists of over 447,000 active members in 7,500 chapters in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands.



An Association of Marketing Students (DECA)

DECA is an organization designed to enhance occupational competencies needed for careers in marketing, management and entrepreneurship. DECA also helps students develop leadership abilities, social and business etiquette; understanding of civic responsibility; ethical behavior in personal and business relationships; and an understanding of the role of the free enterprise system in a global economy. DECA uses a series of competitive events and activities to emphasize academic and leadership excellence.



Family, Career & Community Leaders of America, Inc. (FCCLA)

FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life-planning, goal setting, problem solving, decision making and interpersonal communication that are necessary for success in the home, workplace, and community.



SKILLSUSA-VICA

SkillsUSA-VICA is a national organization serving 250,000 high school and college students and professional members who are enrolled in technical, skilled, service and health occupations. By providing quality educational experiences for students in leadership, teamwork, citizenship and character development SkillsUSA prepares America's high performance workers. It builds and reinforces self-confidence, work attitudes and communications skills and emphasizes total quality at work, high ethical standards and pride in the dignity of work.

Arizona Dept. of Education
1535 W. Jefferson St., Bin #42
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STUDENT ORGANIZATION CONTACT INFORMATION

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Lynette Stevens, FCCLA
(602) 542-3040
www.ade.az.gov/students/voced.asp

Scott Soldat, AZ SkillsUSA VICA
(602) 542-5565/www.azskillsusa.org

Arizona's Career Pathways

Every student entering a public high school in Arizona must identify and complete a career pathway to fulfill the requirements for graduation. The career pathway is not a part of a required core academic program. It is an additional requirement of a planned, sequential series of related courses which provide an in-depth experience in a career area of interest to the student. By completing a career pathway, students gain insight and understanding about a career area of their interest. The career pathway options shown below may be available at your school. For additional information, contact your guidance counselor.

Business Systems 1) *Accounting, Banking and Finance Applications* exposes students to basic through advanced principles of accounting and record keeping practices, along with the latest procedures in the banking industry. 2) *Marketing, Management, and Entrepreneurship Applications* enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Marketing as applied in business operations is defined by seven Marketing Education functions: Distribution, Financing, Marketing-Information Management, Pricing, Product/Service Management, Promotion, and Selling. 3) *Business Technology Applications* provides experience with computer based applications used in the world of business and gives students exposure to many software programs and information processing practices. 4) *Management and Behavioral Science Applications* investigates the practical, administrative, and legal components of administration and management. Career Pathways include courses such as business law, principles of business administration and management, business economics and operations management. **Arts/Humanities/Communication** Industrial Technological Education areas of study in this pathway are: 1) **Visual Communications**-Commercial Art and Photo Image; and 2) **Graphics Communication**-Computer Aided Design, Animation, Desktop Publishing. **Engineering/Industrial Systems** Areas of study include: **Business Information Technology, Construction**

Technology, Building Maintenance, Carpentry, Cabinetmaking, Residential Education, Plumbing, Masonry, Drafting and Electronic Technologies, Heating, Ventilation, Air Conditioning, Precision Metal Workers, Machining, Sheet Metal, Welding, Vehicle & Mobile Equipment, Automotive, Airframe and Power Plant, Air Cooled Engines, and Auto Body Repair.

Health Services 1) *Nursing Services* offers students an opportunity to experience hands-on patient care. Successful completion of this series of courses may allow a student a pathway into a community college nursing program and/or the opportunity to pass an assessment to become certified as a nursing assistant. 2) *Allied Health Services* enables students to develop hands-on and conceptual understanding related to one or more allied health careers. Area of studies include Pharmacy Technician Services, Health Technology Assistant Services, and Sports and Rehabilitation Services.

Social and Human Services focus on personal skills for balancing work and family as well as specific occupational skills: 1) *Human Services Technology* provides an understanding of individuals and families for better meeting their needs; 2) *Culinary Arts/Food Production* provides skills specific to the restaurant industry and other mass feeding operations; 3) *Hospitality Services* develops skills for working in the hotel/lodging, travel and tourism industry; 4) *Early Childhood Professions* prepares students for careers in child development and education; 5) *Apparel Design and Merchandising* prepares students with the technical skills of design, production, purchase, sales and promotion for the fashion

industry; 6) *Community Leadership* develops skills of working with groups to address community issues.

Natural Resources occupations in this Pathway are related to the natural sciences, agriculture, and the environment. It is organized in three different program areas: 1) *Agriscience* which includes courses emphasizing the science of agriculture relating to plant and animal life. It addresses the biological, health, production, maintenance, mechanical applications, careers, business practices, leadership, work based projects, best industry practices, and planning associated with this pathway. 2) *Horticulture* which includes courses emphasizing the range of operations, scientific relations, and management practices relating to the field of horticulture including turfgrass management, greenhouse management, nursery management and landscaping. It addresses the science, production, and entrepreneurial aspects of the industry including business practices, leadership, work based projects, careers, mechanical applications, and best industry practices. 3) *Renewable Natural Resources* which includes courses emphasizing the preparation of the students for careers in various production, supplier, and service positions related to the fisheries, wildlife, conservation practices, forestry, range management, government, and other environmental industries. It addresses the science, production, and entrepreneurial aspects of the industry including business practices, leadership, work based projects, careers, mechanical applications, and best industry practices.

Ever consider a nontraditional career?

What does that really mean?

A nontraditional Occupation is an occupation in which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce.

Nontraditional Career & Technical Education (CTE) Programs in Arizona

For Females

Agriscience
Allied Health Services
Building Maintenance
Building Trades
Cabinetmaking
Carpentry
Drafting Technology
Electronics Technology
Firefighting Technology
Graphic Communication
Heating, Ventilation, Air Conditioning
/Refrigeration
Heavy Equipment Operation
Law Enforcement
Masonry
Media Communications
Plumbing
Precision Metal Workers
Renewable Natural Resources
Residential Electrician
Upholstering
Vehicle and Mobile Equipment Technicians
Visual Communications

For Males

Administrative Information Services
Apparel Design and Merchandising
Early Childhood Professions
Cosmetology
Nursing Services



As you can see, females have a lot more opportunities to pursue nontraditional occupations, compared to males.

If you are interested in finding out more information about these programs, talk with your counselor and/or CTE teachers.

Scholarships to postsecondary institutions are often available for nontraditional students.



What is Arizona Tech Prep All About?

Tech Prep is a National educational initiative that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and post-secondary levels. Viewed as one of the most innovative and effective educational reform efforts in American history. Tech Prep connects the most innovative and effective educational reform efforts in American history. Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced workplace of tomorrow.

Community colleges and high schools around the state have partnered to jointly design and implement coordinated sequences of instruction to link high school and post-secondary Career and Technical Education (CTE) programs. The state is divided into 12 consortia which are overseen by individual leadership teams and a local tech prep director.

What does Tech Prep do for students?

Tech Prep provides each student with:

- A career pathway with an identified sequence of courses which leads to employment.
- Employability and technological skills.
- Advanced occupational training identified in partnership with business and industry.
- Articulated programs leading to certification and/or a degree.
- A curriculum integrating academic and occupational learning and application.

Your College Countdown

Meeting deadlines is the first college entrance requirement! Failure to file the right form at the right time could hurt your chances of attending your favorite school or getting financial aid. These are dates you dare not miss...

Sophomore Year

October: As a tenth grader, you may want to take the P-ACT+ to give you an assessment of your academic skills. The P-ACT+ is in part a practice version of the ACT entrance exam that you may take in your junior or senior year and includes a questionnaire meant to provide you with guidance on study habits and career choices. At this point, you can also take the Preliminary Scholastic Aptitude Test, which is a shorter version of the SAT, the other big college admissions exam. Don't feel obligated to take either "P" (Preliminary) test; however, if you do take one, don't fret over the results as they are not passed on to colleges. They do serve to familiarize you with sample questions.

Junior Year

September: Register for the PSAT, given in October, even if you took it in your sophomore year. Again, the results won't be sent to colleges, but juniors who are among the top scorers in each state may be considered for National Merit Scholarships of up to \$2,000.

December: This is when you will receive your PSAT scores. Make an appointment with your guidance counselor and discuss the type of school you might want to attend. Check the schedules to determine when you will take the ACTs or SATs and the achievement tests, which measure knowledge in specific areas. These are given at

regular intervals during the school year; you must register about six weeks before the exam date. Results will be sent to the colleges you designate.

January to March: Begin to develop your preliminary list of about 20 colleges that seem interesting to you by consulting with your guidance counselor, college catalogs, reference books, and other materials in your high school career center. Make informal visits to a few nearby schools to get a feel for the differences between large and small, rural and urban campuses.

May: Advanced placement tests, which award college credits to high scorers, are given.

June: Request college viewbooks, catalogs and application forms. Examine the material and refine your list to 10 or fewer schools.

Summer Vacation: Begin to schedule interviews and campus visits for August, September and October. Start thinking about your application essay.

Senior Year

September: Working with your guidance counselor, narrow your list to five to eight final selections. Ask teachers to write the recommendations that accompany your applications. Work on your essay so you can show it to parents and teachers in time to make revisions. If you are applying under any Early Decision or Early Action plans, make sure your transcript is correct and ready to go out.

October: Start sending applications to schools with rolling admissions. Finish up your Early Decision or Early Action applications, which are due between Nov. 1 and Dec. 1; some schools require early financial aid forms with those applications.

December: Many high schools require that you submit regular-deadline college applications for processing early this month. Pick up financial aid or application forms from your guidance office. Brace yourself: Early Action and Early Decision responses will arrive from about December 15 through December 31.

January: Final deadline season begins. Almost all schools require regular admissions applications by one of these dates: January 1, January 15, February 1, February 15, or March 1. File financial aid forms. Have your high school records office send transcripts of your first-semester grades to the colleges to which you have already applied.

March and April: Do things to try to take your mind off waiting for the "answer." Go to the movies. Walk in the woods. Casually check the mail. Once your responses arrive, take a deep breath, open the envelopes, and read the decision letters.

Good Luck!

Financial Aid

What is Financial Aid?

Financial aid is money to help you meet after-high-school education costs. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.

You must apply for financial aid to get it. (You apply for aid separately from admission to the school.) The amount and kind of aid you get is based on your financial need, your academic record, and on the kinds of aid available at the school you attend.

Most students who receive aid get a combination of grants, loans, and work-study funds. These sources of financial aid are put together in a "financial aid package" by the financial aid office at the school or college you have chosen. Financial aid applications are available from most high school counseling offices and college financial aid offices.

Types of Financial Aid

Grants: Do not require repayment (example: Pell Grant).

Loans: Typically repaid after you leave school at much lower interest rates than regular bank loans (example: Arizona Student Loan).

Work Study: Money you earn. Jobs are usually on campus and sometimes related to career goals or fields of study (example: working in a computer lab).

Private Aid Programs: Aid offered by private organizations or individuals (example: National Merit Scholarship Program).

Special Aid: Aid for special groups of students (example: National Federation for the Blind scholarships).

Aid for Military Personnel: Financial aid opportunities that come with joining the military (example: Veterans' Educational Assistance Program).

There are many sources of financial information available, some of which can be found in your school or public library, the internet, or at a career counseling office.

For information about scholarships, or grants, contact the Financial Aid Office at the Postsecondary Education where you plan to attend or visit the online financial aid section of the Arizona Commission for Postsecondary Education's web site: www.acpe.asu.edu. One of the following web sites may also be helpful:

- **Student Guide to Financial Aid from the U.S. Department of Education:** www.ed.gov/prog_info/sfa/studentguide/
- **Arizona Student Loan Guarantor - USA Funds:** www.usafunds.org/borrowers/students_and_parents.html

12 Steps in Getting Financial Aid

The Fall before you will enter school:

1. Select schools that will fulfill your educational and occupational goals.
2. Write or call the admissions office at each school you are interested in. Ask about financial aid possibilities and application procedures.
3. Obtain the correct financial aid applications you will need. Forms are available from your high school counselor or from a college financial aid office.
4. Estimate the cost of attending each of the schools you have chosen.
5. Ask your high school counseling office if they sponsor a free financial aid night. Students and parents can learn about financial aid sources and procedures at these workshops.
6. Begin compiling the family financial information needed to fill out your financial aid applications: last year's tax return, figures on non-taxable income, and information on assets.

Soon after January 1:

7. Send the financial aid need analysis form for processing. (Your application will not be accepted before January 1, so do not send it before this date.)

In the Spring:

8. Some schools may request additional information from you such as copies of federal tax returns. Learn what each school requires and provide the information by the deadlines.
9. The schools you choose will notify you whether they will give you financial aid. They also will explain how much grant, loan, or work-study money they can offer you.
10. Tell each school your plans in writing – whether you accept their financial aid packages or not.

Those who choose to attend the Summer term:

11. Aid awarded for the academic year must be used during that period. Aid may, however, be available during the summer term. Ask your aid officer well in advance of summer enrollment if summer aid is available at your school. Some schools may have a separate summer application process, so be sure to check with your financial aid office.

Each January, if you are planning to be in school the next year:

12. Apply for financial aid again. You **MUST** reapply each year.

How Do I Apply? Where?

If you have decided that you need additional education or training to reach your career goals, how do you start? How do you contact the correct people? How much does it cost to apply? Do you need pretesting? Take the SAT? Where? How much will it cost? Is there scholarship money available? Could you get training costs covered through a government agency? What is the training length? Program requirements?

Consider these options: Distance learning Programs, including video and Internet courses, help students who need to study on their own schedule. Certificate programs, usually lasting one year or less, teach skills that enable graduates to advance in their jobs or start over in a new field. Internships allow students to work and learn at the same time. Continuing Education Programs help students either work toward a two- or four-year degree or receive credentials in a specific field.

CONTACT THE COLLEGES/UNIVERSITIES BELOW FOR INFORMATION:

School	Phone Number	Web Address
Arizona State University	(480) 965-7788	www.asu.edu
Arizona Western College	(520) 344-7624	www.awc.cc.az.us
Central Arizona College	(520) 426-4266	www.cac.cc.az.us
Chandler-Gilbert Community College	(480) 732-7000	www.cgc.maricopa.edu
Cochise College	(520) 515-5412	www.cochise.org
Coconino Community College	(520) 527-1222 or (800) 350-7122	www.coco.cc.az.us
Dine College	(928) 724-6727 or (928) 724-630	http://crystal.ncc.cc.nm.us
Eastern Arizona College	(800) 678-3808	www.easternarizona.com
Embry-Riddle Aeronautical University	(800) 888-3728 or (928) 708-6600	www.pr.erau.edu
Estrella Mountain Community College	(602) 935-8905	www.emc.maricopa.edu
Gateway Community College	(602) 392-5377	www.gwc.maricopa.edu
Glendale Community College	(623) 845-3097	www.gc.maricopa.edu
Grand Canyon University	(800) 800-9776 ext. 2855	www.grad-canyon.edu
Mesa Community College	(480) 461-7600	www.mc.maricopa.edu
Mohave Community College Lake Havasu Office	(520) 757-0847	www.mohave.cc.az.us
Northern Arizona University	(888) MORE NAU	www.nau.edu
Northland Pioneer Community College	(800) 266-7845 ext. 6257	www.northland.cc.az.us
Ottawa University	(602) 371-1188	www.ottawa.edu
Paradise Valley Community College	(602) 787-7076	www.pvc.maricopa.edu
Phoenix College	(602) 285-7500	www.pc.maricopa.edu
Pima Community College	(602) 206-6640	www.pima.edu
Rio Salado College	(480) 517-8540 or (800) 729-1197	www.rio.maricopa.edu
Scottsdale Community College	(480) 423-6661	www.sc.maricopa.edu
South Mountain Community College	(602) 243-8157	www.smc.maricopa.edu
The University of Arizona	(520) 621-3237	www.arizona.edu
University of Advancing Computer Technology	(602) 383-8228	www.uact.edu
University of Phoenix	(800) 856-1720	www.universityofphoenix.com
Yavapai College	(520) 776-2143	www.yavapai.cc.az.us
Western International University	(602) 943-2311	wuiinfo@apollogrp.edu

ARIZONA SCHOOLS ARE READY TO HELP YOU PREPARE FOR A CAREER

Following is a partial list of Arizona postsecondary institutions that offer career/technical training. For a complete list of all

Arizona postsecondary institutions, visit the
Arizona College and Career Guide ©

On-line version: www.acpe.asu.edu ©

Or request a hard copy publication by email to

msmith@azhighered.org

Or call 602-258-2435

The Academy of Radio & TV Broadcasting

(602) 267-6411

www.arbradio.com

Advanced Computer Technology Training

(602) 324-0885

www.actt-now.com

Alta Center for Communication Arts

(602) 493-8382

www.thealtacenter.com

American Institute of Interior Design

(480) 946-9601

www.americandesignschool.com

American Institute of Technology

(602) 233-2222

www.ait-schools.com

Arizona Automotive Institute

(623) 934-7273

www.azautoinst.com

Arizona Institute of Interior Design

(520) 750-9899

Arizona School of Polygraph Science

(602) 272-8123

www.azpolygraphschool.com

Arizona Welding Institute, Inc.

(928) 645-5500

www.page.az.net/awiinc/index.htm

The Art Center Design College

(520) 325-0123

www.theartcenter.com

The Art Institute of Phoenix

(602) 678-4300

www.apix.edu

**Clinton Technical Institute Motorcycle Mechanics
Institute Division**

(623) 869-9644

www.uticorp.com

Arizona's Universities and Community Colleges also offer many opportunities in career & technical training.

Conservatory of Recording Arts & Sciences

(480) 858-9400

www.audiorecordingschool.com

Discovery Detective Academy

(480) 951-6545

www.discoverydetectivegroup.com

DRA Software Training

(520) 323-3434

www.dratraining.com

The Golf Academy of Arizona

(480) 857-1574

www.sdgagolf.com

HDS Truck Driving Institute

(520) 721-5825

www.adsdrivers.com

High Tech Institute

(602) 279-9700

ICM Training and Educational Center

(602) 414-4482

www.icmtec.com

Information Technology Institute - ITI

(602) 266-8600

Metro Institute

(602) 452-2900

Mindworks Professional Education Group, Inc.

(480) 874-1500

www.mindwork.com

Mobile Dynamics

(602) 438-1559

www.mobiledynamics.com

Mundus Institute

(602) 246-7111

www.mundusinstitute.com

New Horizons Computer Learning Centers of Tucson

(520) 290-5600

North American Technical College

(480) 829-1903

www.96skill.com

The Refrigeration School

(602) 275-7133

www.refregerationschool.com

Roberto-Venn School of Luthiery

(602) 243-1179

www.roberto-venn.com

Schweiger=s School of Basic Refrigeration, Heating & Air Conditioning

(623) 842-9442

Scottsdale Culinary Institute

(480) 990-3773

www.scichefs.com

Stellar International Institute

(602) 873-5824

www.sii.edu

Tech Skills

(602) 955-5888

www.TechSkills.com

Tucson School of Horseshoeing

(800) 657-2779

www.tucsonhorseshoeing.com

United States Truck Driving School, Inc.**602-269-6095**

www.ustruck.com

Universal Technical Institute

(602) 264-4164

www.uticorp.com

Westerns School of Horseshoeing

(602) 242-2560

Western Truck School

(602) 266-5250

www.westerntruckschools.com

NOTE: Not all course credits are transferable from technical or trade schools to community colleges and /or universities. Please contact your guidance counselor or registrar to determine if the courses you take are accepted at a postsecondary institution you may plan to attend in the future.

Is the Military for You?

Do the words “One Army-An Army Of One” ring a bell? If so, the first thing that probably comes to your mind is the military.

There are many positive reasons for joining the military. If you're interested in pursuing college sometime in the future, the service gives you the chance to earn money toward tuition while also gaining valuable work experience. If college isn't your game, and you're looking for a solid work experience directly out of high school, the military provides training in a number of fields from medicine, to navigation, to missile system operations.

The Army or Air National Guard provides up-to-date training, qualifying you for many highly-skilled jobs. If you are 17 years or older, you can participate in National Guard activities while also going to high school, college, or working full-time. If you choose to continue your education, they also offer a wide variety of tuition assistance programs. Contact the nearest National Guard branch office or your career guidance and placement counselor for more information.

Currently the military is one of the largest employers in the United States, employing 1.8 million men and women. Each year over 300,000 young people enlist. You may enlist in one of the five branches of the military: Army, Navy, Air Force, Marines, or Coast Guard. When thinking about a stint in the service, keep one thing in mind: “Do you want to be an officer or an enlisted member?” This is important because the qualifications for each are different. If you want to enlist, you must have a high school diploma. If you're interested in becoming an officer, you must have a four-year college degree. But, should you choose the enlisted route, you could eventually become an officer by meeting certain qualifications.

If the military interests you, the Armed Services Vocational Aptitude Battery (ASVAB) is an evaluation that helps you figure out what career fields you might be interested in. Once you complete the evaluation, you're given a workbook which matches your interests with various career fields.

If you're not quite sure about serving full-time in the Armed Services, but still want to experience life in the military, you might want to try the Reserves. Reservists normally enlist for eight years. As a reservist, you would serve on active duty for the first couple of months of your enlistment and then return to civilian life where you'd be required to work one or two days a month, usually on the weekends. The balance of your duty is made up of training sessions and work related to your job specialty. The advantage of enlisting in the Reserves is that it allows you to pursue other endeavors such as going to school or working. Reserve training is offered in the Army, Navy, Air Force, Marines, Coast Guard, Army

National Guard and Air National Guard.

As you can see, the military offers quite a few options. Before you make any decisions, think carefully about whether a career in the service is right for you. If so, make sure you gather as much information as possible about the branch you're interested in before you enlist. Among the many things you should check into: salary, benefits, training, and, most especially, the terms of your tenure. For example, The Army Programs:

Up to \$20,000 Enlistment
Up to \$65,000 Student Loan
Up to \$50,000 Montgomery
G.I. Bill - College Fund
Tuition Assistance
Medical, Dental, Retirement,
ETC....

For more information about the Armed Services, contact the recruiting office nearest you:

Army	1-800-USA-ARMY
Air Force	1-210-652-5774
Marines	1-703-640-3942/43
Navy	1-520-621-1281
Coast Guard	1-877-NOW-USCG
Air National Guard	1-800-742-6713
Army National Guard	1-800-Go-Guard
Army Reserves	1-800-USA-ARMY

Our thanks to the U.S. Army for not only serving their state and country, but also our Arizona high school students by distributing the Arizona Career & Educational Guide.

COLLEGE FIRST

GO
TO SCHOOL
NOW,
EARN CASH
AND
SERVE IN
THE ARMY
LATER.



AN ARMY OF ONE

You've earned your high school diploma. Have you considered furthering your education?

Did you know that the Army's College First option allows qualified individuals to attend up to two years of post-secondary education and receive extra income prior to leaving for active duty? Start out earning an educational allowance of \$250 per month during the first year, and during the second year, you'll earn \$350 for each month you attend a post-secondary institution as a full-time student.

In two years, you can earn a \$3,000 College First Bonus one of two ways. You can successfully complete 30 or more semester hours from a college or university while in the program. Or you can complete a post-secondary vocational-technical school and receive a certificate or diploma.

If you successfully complete an approved course of study, you could start on active duty as an E-4. This will give you a competitive edge.

Plus you could be eligible for other great Army enlistment incentives when you begin your active duty enlistment. You may qualify for an enlistment bonus of up to \$20,000 and up to \$50,000 through the Montgomery GI Bill and Army College Fund.

To find out how you can qualify, contact your local Army Recruiter today, visit us at our web site at @ GOARMY.COM or call 1-800-USA-ARMY.

West Phoenix Metro Area 623-776-2833
Central Phoenix Metro Area 480-249-4167
East Phoenix Metro Area 480-833-1013
Tucson Metro Area 520-298-2836
Bullhead City 928-763-3399
Casa Grande 520-836-0404
Flagstaff 928-779-6159

Globe/Miami/Superior 480-924-0197
Lake Havasu 928-855-8959
Prescott 928-445-9381
Safford 928-348-0180
Show Low 928-537-8318
Sierra Vista 520-458-2561
*Available on in selected areas.

1-800-USA-ARMY

GOARMY.COM

Am I Eligible to Work?

Here in Arizona, a series of laws were developed many years ago protecting anyone under 18 from harmful employment practices by an employer. These laws are designed to prevent you from using equipment that might be too dangerous and limit the number of hours you can work so that you can spend enough time on your school work or other interests. If you're thinking of getting a part-time job while in high school, or you already have one, it's important to know what you can and cannot do on the job as well as work eligibility requirements.

How old do you have to be to work in Arizona?

You must be at least 14 years old.

Do I need a permit to work in Arizona?

No you do not. Child labor (Constitution of State of AZ, Article XVIII) Section 2, states that no child under the age of 14 shall be employed in any gainful occupation at any time during the hours in which the public schools of the district in which the child resides are in session; nor shall any child under 16 years of age be employed underground in mines, or in any occupation injurious to health or morals or hazardous to life or limb; nor for more than 8 hours a day. For more information contact The Industrial Commission of AZ, State Labor Department, P.O. Box 19070, Phoenix, AZ 85005-9070 at (602) 542-4515.

What hours can a person under the age of 16 work?

Employment of persons under the age of 16 shall be confined to:

- Not more than forty hours in any one week when the person is not enrolled in a session of school or when school is not in session.
- Not more than 18 hours in any one week when the person is enrolled in any session of school when school is in session.
- Not more than 8 hours in any one day when the person is not enrolled in a session of school or on a day when school is not in session.
- Not more than three hours in any one day when the person is enrolled in any session of school on a day when school is in session.
- A person shall not employ persons under the age of 16 at night nor shall they be employed in solicitation sales

or deliveries on a door-to-door basis between 7:00 p.m. and 9:30 p.m. on days preceding a day when school is in session and between 7:00 p.m. and 11:00 p.m. on days preceding a day when school is not in session.

What kind of work is NOT allowed for teenagers under the age of 18 years?

Unless a variance is granted pursuant to section 23-241, a person shall not employ or allow a person under the age of 18 years to work in, about or in connection with:

- An establishment manufacturing or storing explosives, except a retail establishment if the employment does not include any handling of explosives other than pre-packaged small arms ammunition.
- Occupations as a motor vehicle driver or outside helper, except for driving incidental to employment if the person has a valid license for operation of the vehicle and either: (a) Total driving time does not exceed 2 hours per day or 25% of the work period per day. (b) Total mileage driven is fewer than 50 miles per day.
- Mine or quarry occupations.
- Occupations involving: **Power-driven woodworking machine:** operation, setup, repair, adjustment, oiling or cleaning. **Power-driven hoist** operation or assistance capacity exceeding one ton or an elevator, except operation of an automatic elevator incidental to employment. **Power-driven metal working:** forming, punching or shearing machine. **Power-driven meat processing machine:** operation, set setup, repair, adjustment, oiling or cleaning, meat packing processing or rendering

of meat. **Power-Driven:** saw, bakery machine, paper products machine.

- Occupations involving roofing operations or equipment attached to or placed on roofs.
- Occupations in excavation or tunnel operations, except manual excavation, backfilling or working in trenches or other penetrations of the ground surface that do not exceed 2 feet in depth at any point.

Exemptions (Section 23 & 35, Youth Employment Laws) The provisions stated above shall not apply to persons:

- Involved in career education
- Involved in career or technical training school programs pursuant to title 15, chapter 7, article 5.

What is the minimum amount of money I can be paid?

The minimum wage in Arizona is \$5.15 per hour before any deductions are made for taxes or benefits. However, if you have a job where the customers regularly give you tips, your employer may pay you as little as \$2.00 per hour as long as you get enough tips to bring your earnings up to \$5.15 per hour.



What If I Have A Disability?

NOW, MORE THAN EVER, FULL EMPLOYMENT OPPORTUNITIES ARE AVAILABLE FOR INDIVIDUALS WITH DISABILITIES WHO WANT TO WORK. There are multiple organizations and resources available to assist with the comprehensive planning that may be required.

YOUR LOCAL VOCATIONAL REHABILITATION OFFICE IS A GOOD PLACE TO START. As part of the DES Rehabilitation Services Administration, a Vocational Rehabilitation counselor can assist you with identifying the resources needed to accomplish a meaningful employment goal. For an office near you contact: **(602) 542-3332 or 1-800-563-1221, TTY: (602) 542-6049, www.de.state.az.us/RSA/**

SERVICES INCLUDE:

- Vocational and rehabilitation counseling and assessment
- Physical and/or mental restoration services
- Assistive technology assessments and services
- Training and education
- On-the-job training and other work adjustment services
- Job development and placement



WHAT IF I HAVE A DISABILITY AND I NEED AN ACCOMMODATION TO GO TO WORK?

The Americans with Disabilities Act of 1990 requires certain employers to provide reasonable accommodation for people with disabilities in the workplace. The following Internet Guide list websites that can give you information on the types of job accommodations available. The ADA websites offer valuable information about how and when to request a reasonable accommodation from an employer.

Web Based Resources – Assistive Technology and National Accommodation Info

Job Accommodation Network	Disability Information; Accommodation Ideas; Resource materials	www.jan.wvu.edu
Rehabilitation Engineering and Assistive Technology Society of North America	A.T. Credentialing; research; conferences; certified provider lists by state	www.resna.org
Alliance for Technology Access	Network of AT Resource Centers, Developers and Vendors, Affiliates, And Associates	http://www.ataccess.org
Closing The Gap	Assistive technology forums, database, newsletter	www.closingthegap.com
AbleData	Assistive technology database and information	www.abledata.com
Trace Center	Assistive technology research; website and electronic accessibility discussions	www.trace.wisc.edu
US Access Board	ADA Building guidelines Section 508 Guidelines	www.access-board.gov
Justice Department ADA Civil Rights	Legal and technical ADA information	www.usdoj.gov/crt/ada
EEOC: Equal Employment Opportunity Commission	ADA and other equal opportunity information. Follow ADA links	www.eeoc.gov

What About Drugs?

One positive drug test could ruin your career hopes forever!

It's estimated that the cost of employee drug and alcohol abuse is as high as \$100 billion each year. To fight this alcohol and drug problem, corporate America is taking a strong stand to provide a drug-free workplace. Applicant and employee drug testing, for example, are now standard practice. Many companies have established policies not to hire a person who presents positive test results indicating the use of drugs.

So what does all this mean to you as a job applicant? As time goes on, chances become greater and greater that you will be asked to take a drug test before you will be hired. Some employers include information about their drug policy on the application form. Others tell applicants in the first interview that drug testing is required. But don't count on getting a warning. Some employers make no mention of drug testing in advance.

Drug testing should not be taken lightly. A positive test result, or answering "yes" to a question about drug use, may eliminate your chances for employment. Different companies have different policies. Some may allow retesting if a test result is positive, or be more lenient towards someone who last used drugs over five years ago. But others will reject an applicant on the basis of one positive test.

Employers conduct drug screenings in various ways: by asking applicants about current and past drug use; by giving pencil-and-paper or polygraph (lie detector) tests; or by medical tests of urine, blood, or hair samples. The most commonly used test is an urinalysis, which is laboratory

testing of a urine sample. Retention time (the length of time any substance remains in the body and can be detected in the urine) varies with the drug and the individual.

Current military policy is zero tolerance, meaning that all military personnel are subject to immediate discharge if a drug test has a confirmed positive result. Further, a Presidential Executive Order has authorized drug testing throughout the Federal Government.

Alcohol and drugs can destroy your work life. Substance abuse can lead to job loss and make it difficult to maintain a job. All drugs cause disorientation. The side effects of marijuana are memory loss and inability to concentrate. Cocaine users become anxious and paranoid. Alcohol causes irritability and depression, and reduces the ability to express oneself. Addicts often believe that alcohol or drugs make them feel more confident. But that feeling doesn't last. Addiction can lead to serious health problems or death if left untreated.

What can I do?

- **Do not use drugs!**
- **If you have a substance abuse problem, GET HELP!**
- **Ask if there is going to be drug screening and why.**
- **Be sure that in having a drug test done, your rights to privacy and dignity are not invaded.**
- **Report any prescription drugs or medications taken before testing.**
- **Find out what type of laboratory testing is done to be sure fair and accurate procedures are in place.**
- **Know the company's policy on retesting.**
- **Ask for reasons for employment rejection.**
- **Be aware that not wanting to take a drug test may be interpreted as fear of a positive test result.**

If you or someone you know has a problem with drugs or alcohol, here are some resources :

For assessment of a substance abuse problem, outpatient treatment, and referral to other levels of care contact:

Alcoholics Anonymous:

602-264-1341 Phoenix
602-264-1374 hotline
<http://www.aaphoenix.org>
email: aaphx@aaphoenix.org

Narcotics Anonymous:

480-990-3860

Cocaine Anonymous:

602-279-3838

For related information contact:

Marijuana Anonymous:

1-800-766-6779

Nicotine Anonymous:

480-990-3860

Al-Anon/Alateen:

602-249-1257 Phoenix
1-888-425-2666 National

Anon Family Group:

602-222-6229

Gambler Anonymous:

602-266-9784 Phoenix
480-990-3860 East Valley

How Do I Find a Job?

Finding the right job takes planning and preparation. It takes good organization, a lot of time and energy, a positive outlook, and making the right decisions. Keep in mind that you're promoting a productive worker—you! You have abilities that an employer can use. You are marketing your skills, your ability to learn, and your willingness to help an employer succeed. Maintaining a positive outlook throughout your job search takes energy. Whether you are a first time job seeker, employed, or re-entering the job market, there are certain guidelines to follow that will help you organize your job search and improve your chances, even in a difficult job market.

My Personal Network

Relatives:

Friends & Neighbors:

Church:

People I Do Business With:

People I Know Who Work:

What is the Underground Network?

The best way to look for a job, job networking, takes more effort than reading the classified ads or going through an employment agency, but it will let you tap into the ***underground job market***—a vast pool of unadvertised jobs that make up more than 75% of the entire range of jobs available at any one time.

To use this network, you are going to have to develop personal and professional contacts. These can be anyone from the person who lives next door to someone you've heard about on the news.

• **Write down the names of everyone you know who has a job and contact them.**

Tell them that you're looking for a job in a particular field and ask them if they know anyone who does that kind of work. Then call these contacts and ask if there are any job openings where they work.

• **Make professional contacts.**

These will be more difficult because you will have to talk to strangers. To start, you should call a couple of personnel managers at firms you are interested in working for. Ask them to tell you how they see their long-term openings shaping up and what kinds of people they are expecting to hire in the next year or so. You might also ask what kinds of skills they need the most.

• **Check national associations.**

Almost every occupation has a national association. The *Encyclopedia of Associations*, available at your public library, lists

every trade association in the country. A quick call to the national office could result in a contact at the local chapter.

• **Trade publications are valuable sources of information.**

Most public libraries carry them in various fields and will have an index available. Trade publications love to publish trend predictions on their occupations, which can help you find out what kinds of jobs have the best growth potential. Put in a couple of hours of research and you will probably find quite a few contacts.

• **Start simple.**

To get used to the idea of talking to people about their jobs, contact some of the students who were ahead of you at school and ask how they found their jobs and how they like their work.

The next step is the hardest. You are going to have to get on the telephone, talk to each one of your contacts and ask each of them for an information interview — not a job interview, an ***information interview***. Make a list of questions that cover all the things you want to know about the profession. When you return home, type a friendly thank-you note thanking the person for his or her ideas, encouragement, and time.

While these interviews may or may not result in a job offer, they will get you into the network. Sooner or later, as you go from one person to the next, someone will know about a job—and it may be the perfect job for you.

What's on the Web?

Despite the Internet's wealth of career and job information, don't view it as the only tool you'll need to land a new job. **NEVER** neglect tried-and-true methods of job searching, resume writing, cover letters, networking, and interview techniques which have helped millions of people find jobs over the years.

You can find an incredible amount of employment-related information on the Internet:

- Information on employers, industries, careers, and cities where you may want to live and work.
- Assessment tools that let you review interview questions, learn resume and cover letter techniques, and even interact with a career counselor on-line.
- Information on colleges and universities you may want to attend.
- Job listings. Review different sites and decide which career centers best meet your needs.
- Places to post your resume. Although many sites will let you post your resume on-line, for maximum exposure, create your own homepage and link it to your resume.
- Government resources to help you find a suitable job.

Some Web sites offer personal search agents. A web site's "personal search agent" is an interactive feature that lets you key in job criteria such as location, title, and salary, then E-mails you when a matching position is posted in the database.

With thousands of career-related sites on the Internet, finding a promising opening can be time consuming and inefficient. Personal search agents can reduce the need for repeated visits to the databases.

Note: Narrowing your job criteria could work against you. "Every time you answer a question, you eliminate a possibility," says Richard Nelson Bolles, author of the 1998 edition of *What Color Is Your Parachute?* (Ten Speed Press, \$16.95 paperback).

Working with a personal search agent "on line" means having another set of eyes looking out for you.

Plugged-in job hunters can also tap professional associations for a similar service. The Society for Human Resource Management in Alexandria, Va., for example, sends out weekly E-mails about openings across the country.

Even those who aren't actively hunting for jobs may find the sites with search agents worthwhile to keep tabs on the demand for their line of work or gather information on compensation to be ready for a raise request.

The following table features some of the public and commercial Web sites that provide career, labor market information and /or job search assistance. Some of the sites contain large job databases and allow interested applicants to upload resumes. Job search advice and references to other related Web resources are also available.

The sites have been arranged by their information content and by the "type" of site.

Search sites are interactive sites and have the capability to do personal searches based on the information you specify.

Gateway sites are valuable Web resources as they not only display the many kinds of information and services available, but also provide links to other useful related Web sites. Some have job listings as well as more general information.

Other sites are simply classified as job, career, or labor market information sites, depending on the major type of information supplied.

Advantages of an Electronic Job Search

- Open 24 hours a day
- Private. No one is watching
- Low cost or free
- Worldwide reach
- Fast results
- Millions can see your resume instantly

Additional Resources

- *What Color is Your Parachute? 2000: A Practical Manual for Job-Hunters and Career Changers* by Richard Nelson Bolles, Ten Speed Press, Berkeley, CA 94707, 2000. Provides detailed practical information on job hunting and career changing.
- *Understanding Yourself* by Michael Farr and Susan Christophersen, JIST Works, Inc., 720 North Park, Indianapolis, IN 46202-3431. Helps identify interests, skills, values, and life-style preferences.
- *Sweaty Palms, The Neglected Art of Being Interviewed* by H. Anthony Medley, Ten Speed Press, Berkeley, CA 94707, 1992. Covers all important issues in preparing for and conducting a successful interview.
- *The Guide to Basic Resume Writing* by Public Library Association, Career Horizons Center, Lincolnwood, IL, 1991. Provides simplified and step-by-step information on preparing a basic resume.
- *The Very Quick Job Search-Get a Good Job in Less Time* by J. Michael Farr, JIST Works, Inc., 720 North Park, Indianapolis, IN 46202-3431, 1991. Advertises that its methods can cut job-search time in half.

(continued on next page)



Job/Career/LMI Web Sites

Arizona Department of Commerce
<http://www.commerce.state.az.us>

Arizona One-Stop Career
 Information System
<http://www.vcnet.net>

Arizona Labor Market
 Information System
<http://www.oolmi.net>

State of Arizona
<http://www.state.de.us>

JOB

Best Jobs USA
<http://www.bestjobsusa.com>

Minorities' Job Bank
<http://www.minorities-jb.com>

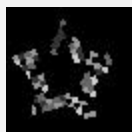
Hispanic Job Site
<http://www.latpro.com>

College Central
<http://collegcentral.com>

For Teens
<http://www.juniorjobs.com>

The Monster Board
<http://www.monster.com>

4Work.com
<http://www.4work.com>



CareerSite.com

<http://www.careersite.com>

Federal Jobs Digest

<http://www.jobsfed.com>

Yahoo! Employment

<http://employment.yahoo.com>

Career Builder

<http://www.careerbuilder.com>

CAREER

Career Resource Center

<http://www.careers.org>

Career Mosaic

<http://www.careermosaic.com>

The Riley Guide

<http://www.dbm.com/jobguide>

Career Path.com

<http://careerpath.com>

Career Magazine

<http://www.careermag.com>

Catapult

<http://www.jobweb.org/catapult>

Career Shop

<http://www.careershop.com>

Go Careers

<http://infoseek.go.com/Center/Careers>



Career /Find-O-Rama

<http://www.review.com/career>

iVillage Career

<http://www.ivillage.com/career>

Careers, Not Just Jobs

<http://careers.wsj.com>

Arizona Career Resource Network

<http://www.ade.az.gov/cte/azcrn>

LABOR MARKET INFORMATION

Bureau of Labor Statistics

<http://www.bls.gov>

U.S. Department of Labor

<http://www.dol.gov>

Occupational Outlook Handbook

<http://stats.bls.gov/ocohome.htm>

National Center for Education Statistics

<http://www.nces.ed.gov>

FedStats

<http://www.fedstats.gov>

Additional Resources, continued

- *A Teen's Guide to Career Exploration*, Alice N. Cubreath and Sandra K. Neal, Resource Media Group, Inc., P.O. Box 450297, Miami, FL 33245-029997. Over 1200 career exploration activities to help high school students discover "what to be when they grow up."
- *The Job Hunting Handbook: With Wages & Demand for 200 Jobs*, Dahlstrom & Company, Inc., Holliston, MA, 2000.
- *Job-Hunting on the Internet* by Richard N. Bolles, Ten Speed Press, Berkely, CA, 2000.
- *The Good News About Careers: How You'll be Working in the Next Decade* by Barbara Moses, Jossey-Bass, San Francisco, 1999.
- *New Work Habits for a Radically Changing World: 13 Ground Rules*

for Job Success in the Information Age by Price Pritchett, Pritchett & Associates, Inc., Dallas.

- *Networking for Everyone!: Connecting with People for Career and Job Success*, by Michelle L. Tullier, JIST, Indianapolis, 1998.
- *Proof of Performance: How to Build a Career Portfolio to Land a Great New Job* by Rick Nelles, Impact Publications, Manassas Park, VA, 2001.
- *Heart & Soul Resumes: Never-Before-Published Secrets to Capturing Heart & Soul in Your Resume* by Chuck Cochran and Donna Pearce, Davies-Black, Palo Alto, CA, 1998.
- *JobShift: How to Prosper in a Workplace without Jobs* by William Bridges, Perseus Books, Reading, MA, 1994.

Additional web sites for resume writing include:

JobSmart: Resumes and Cover Letters

<http://www.jobsmart.org/tools/resume>

Rebecca Smith's Electronic Resumes
<http://www.eresumes.com>

Putting Your Resume On-Line

<http://titan.iwu.edu/~center/resume>

The Quintessential Guide to Career Resources

<http://www.quintcareers.com>

Commercial resume writing services are also available, some of which offer student rates. The Professional Association of Resume Writers can be contacted at:

3637 4th St., Suite 330
 St. Petersburg, FL 33704
 or visit their website at
<http://www.parw.com>

Resumes, Applications & Cover Letters

You have skills that employers want, but those skills won't get you a job if no one knows you have them! Good resumes, applications, and cover letters tell employers how your qualifications match a job's responsibilities. If these are constructed well, you have a better chance of landing interviews, and, eventually, a job. *(Much of this section is adapted from an article by Oliva Crosby in the Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Summer 1999)*

The availability of personal computers and laser printers has raised employers' expectations of the quality of resumes and cover letters. Also, electronic mail, Internet postings, and software that "reads" resumes help some employers sort and track hundreds of resumes at a time.

Resumes should be error free, no typos or spelling mistakes, but beyond that, use any format that

conveys the information well. Ads for a single job opening can generate dozens, even hundreds of responses. Busy reviewers often spend as little as 30 seconds deciding whether a resume deserves consideration. And, in some companies, if a resume is not formatted for computer scanning, it may never reach a human reviewer.

The first section, on resumes,

describes what information they should contain, how to highlight your skills for the job you want, types of resumes, and formatting resumes for easy reading and computer scanning.

The next section discusses the four parts of a cover letter: salutation, opening, body, and closing.

A final section offers advice on completing job application forms.

Resumes: Marketing Your Skills

A resume is a brief summary of your experience, education, and skills. It is a marketing piece, usually one or two pages long, designed to make an employer want to interview you. Good resumes match the jobseeker's abilities to the job's requirements. The best resumes highlight an applicant's strengths and accomplishments.

There are four main steps to creating a resume: Compiling information about yourself and the occupations that interest you; choosing a resume format; adding style; and proofreading the final document. You may also want to prepare your resume for computer scanning, e-mailing, and Internet posting, especially if you are pursuing a computer-intensive field.

1. Gathering and Organizing the Facts

Start working on your resume by collecting and reviewing information about yourself. Previous positions, job duties, volunteer work, skills, accomplishments, education, and activities. These are the raw materials you will work with.

Then review your personal assessment results and career goal to make sure that your qualifications fit the requirements of the job you're applying for. Remember, even if you do not have many specialized and technical skills, most occupations also require abilities like reliability, teamwork, and communication. These are particularly important for entry-level workers.

Now organize the personal information you have assembled with the following components:

Contact Information: Include your name; permanent address; phone number; and e-mail address, if you have one. Place your full legal name at the top of your resume and your contact information underneath it. This information should be easy to see; reviewers who can't find your phone number can't call you for an interview! (Also, make sure the outgoing message on your answering machine sounds professional.) If you list an e-mail address, remember to check your inbox regularly.

Objective Statement: These statements are optional and are most often used by recent graduates and job changers. Writing a job objective can be tricky; a vague statement such as "Seeking a position that uses my skills and experience," is meaningless. And an overly specific objective can backfire, eliminating you from jobs you want that are slightly different from your objective. If you decide to include an objective statement, make sure it fits the job you are applying for.

Qualifications Summary. This, also, is optional. It can be particularly effective for applicants with extensive or varied experience and should quickly answer the employer's question, "Why should I hire you?" Most resume writers choose either an objective or a summary, but some use both.

Education. List all relevant training, certifications, and education on your resume. Start with the most recent and work backward. For each school you have attended, list the school's name and

location; diploma, certificate, or degree earned, along with year of completion; field of study; and honors received. If you have not yet completed one of your degrees, use the word *expected* before your graduation date. If you do not know when you will graduate, add *in progress* after the name of the unfinished degree.

Experience. You should include your job history, the name and location of the organizations you have worked for, years you worked there, title of your job, a few of the duties you performed, and results you achieved. Also describe relevant volunteer activities, internships, and school projects, especially if you have little paid experience.

When describing your job duties, emphasize results instead of responsibilities and performance rather than qualities. It is not enough, for example, to claim you are organized; you must use your experience to prove it.

Job descriptions often specify the scope of a position's duties, such as the number of phone lines answered, forms processed, or people supervised. If you worked on a project with other people, tell the reviewer your accomplishments came from a team effort. Also mention any promotions or increases in responsibility you received.

Use specific accomplishments to give your experience impact: time or money you saved; problems you solved. Were you always on time or available for overtime? Did you save time by reorganizing a filing system? Did you start a new program? Mention quantifiable results you accomplished, such as a 10% increase in sales, a 90% accuracy rate, a 25% increase in student participation, or an A grade.

Activities and Associations. Since many students in high school or college don't have much concrete work experience, they should list their involvement in school or extracurricular activities. Employers look for those kind of things because

they show initiative. Activities might include participation in organizations, associations, student government, clubs, or community activities. Use those that demonstrate hard work and leadership skills.

Special Skills. Highlight your specific computer, foreign language, typing, or other technical skills in their own category, even if they don't relate directly to the occupation you're pursuing.

Award and Honors. Include formal recognition you have received. Do not omit professional or academic awards. These are often listed with an applicant's experience or education, but some list them at the end of their resume.

References. Usually, resumes do not include names of references, but some reviewers suggest breaking this rule if the names are recognizable in the occupation or industry. Most resumes end with the statement, "References available upon request." Others assume reference availability is understood and use that space for more important information.

Whether or not you mention it on the resume, you will need to create a separate reference sheet to provide when requested. A reference sheet lists the name, title, office address, and phone number of three to five people who know your abilities. Before offering them as references, make sure these people have agreed to recommend you. At the top of the sheet, type your name and contact information, repeating the format you used in your resume.

Other Personal Information. You should include any other information that is important to the occupation you're applying for, such as a completed portfolio or a willingness to travel. Do not disclose your health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.

2. Choosing a Format

There are three main resume formats: *chronological*, *functional*, and *combination*. Each is defined by the way it organizes your experience. Choose the one that shows your experience to its best advantage.

Chronological. This type is the most common, organizing your experience around the jobs you have held. This format is an excellent choice for people with steady work histories or previous jobs that relate closely to their career objective. List each position you have held, starting with the most recent and working backward. Give the title of your job, name of the organization you worked for, and years you worked there. Next, describe the duties and accomplishments of that job. Use action statements, not sentences. Instead of writing "I managed a fundraising campaign," write, "Managed a fundraising campaign." Use strong verbs to begin each statement. Three to five statements are usually sufficient for each job. No job should have more than four consecutive lines of information under it.

Because the chronological format emphasizes dates and job titles, it is often a poor format for career changers, people with inconsistent work histories, or new entrants to the work force. For these applicants, a functional resume is a better choice.

Functional. This resume organizes your experience around skills rather than job titles. This is recommended for students who have not had positions that relate directly to the job they want. By organizing their experiences around skills, they can connect less relevant jobs to the career qualifications they need. For instance, a job waiting tables can be combined with other examples to show organizational or customer service skills.

To create a functional resume, identify three or four skills required for your target job. For each skill,

identify three to five concrete examples to demonstrate that ability. Use action phrases, not complete sentences, when writing your list.

Arrange your skill headings in order of importance. The closer the match between your skill headings and the reviewer's expectations for the job vacancy, the more qualified you seem.

The last part of the functional resume is a brief work history. Write only job titles, company names, and employment years. If you have gaps in your work history, use the cover letter to explain them, or you could fill them in by adding volunteer work, community activities, or family responsibilities to your job list.

Combination. This format combines the best of the chronological format with the best of the functional format. Combination resumes are as varied as the histories they summarize. One variation begins with a chronological format, but then subdivides each job description into skill categories. Another variation uses a functional format, but for each example of a skill, identifies the organization where the example occurred.

3. Adding Style

Create a good impression with an attractive, easy-to-read resume. An inviting style draws attention to your qualifications.

To make it easier to read and copy, print it on white or lightly-colored paper. Loud, garish colors may attract attention, but they risk creating an unprofessional impression. Use a laser printer and keep the font size at 10 point or above.

Design. Boldface, large type, capital letters, centering, or horizontal lines can be used to make headings stand out on the page. Bullets or italics can draw attention to key accomplishments. One-inch margins around the page and blank lines between sections will make all the information easier to see. Small design elements are nice, a border or a name and address printed in letterhead style. Large graphics are distracting.

Maintain the same style from beginning to end. Every section should have the same design elements. If your education heading is bold and centered, then every heading should be bold and centered. Choose one typeface, such as Ariel or Times Roman, and use it throughout.

Length. In general, most students and recent graduates use a one-page resume. Only very experienced workers use two or three pages. If you are over this limit, your resume probably contains unnecessary words or irrelevant information. Eliminate anything that does not help prove you're qualified for the job.

4. Proofreading

Take time to prepare the very best resume you can. Check for simple typographical and spelling errors. Remember that computer spell checkers do not catch correctly spelled words used incorrectly: "of" for "on" or "their" for "there." Avoid mistakes by having several people proofread for you.

Finally, consider how your resume will look when it arrives on a reviewer's desk. Hastily stuffed, illegibly addressed, and sloppily sealed envelopes do nothing to enhance your image as a neat, would-be professional. If you are faxing your resume, set the fax machine in fine printing mode, and always fax an original. Your resume may have to withstand several trips through a copy machine, so you want it to transmit as clearly as possible.

5. Going Digital

Resumes can be formatted for e-mailing, posting to Internet sites, or scanning. These digital resumes include the same information other resumes do, and they come in the same varieties, chronological, functional, or combination. But digital resumes use simpler, technologically friendly formatting, and they emphasize keywords.

This section describes two types of digital resumes: Plain text

resumes that can be *e-mailed* to employers or posted to databases and *scannable* paper resumes that can be read by computer optics. To learn how to turn your resume into a Web page, visit Internet sites.

Plain Text (Scannable) Resumes.

These must be written using ASCII, or plain text. Plain text uses no special formatting codes, so every computer can understand it. To create a plain text resume, open your existing resume document with a word processing program, and save it as a text or ASCII file. This will eliminate formatting codes. You can use the computer's built-in text editor application, such as Notepad for Windows or Simple-text for Macintosh, to edit the resume.

The success of this type of resume depends, in part, on the number of keywords it contains—the number of times its words match the words requested by a manager. You can add keywords to your resume by studying job announcements and, where appropriate, copying their exact words when describing your skills. Fill your resume with important nouns the computer will recognize, such as professional organizations and industry jargon. List every keyword that applies to you. For example, don't simply write "word processing." Instead, write "word processing: Microsoft Office, WordPerfect, Microsoft Word, Excel, and PowerPoint."

Rules about length are relaxed for digital resumes. Some career counselors even suggest adding a keyword paragraph to the top of your resume.

Do not use any characters or formatting not found on a standard keyboard, such as boldface, italics, and underlining. Also, do not use bullets, tabs, and multiple font sizes. You can use other attention-getting devices such as asterisks and plus signs, rows of dashes, and all capital letters.

Also word wrap functions are not present when writing in ASCII. Words will not automatically move from one line to the next. Instead you must hit the enter key at the end

of every line. Do not go over 65 characters per line. Use a standard-width typeface, such as Courier.

Before e-mailing your resume to an employer, e-mail it to yourself and a friend to see how it transmits. Always send your cover letter and resume as text in a single message. Do not send it as an attached word-processed document.

Scannable Resumes. Many large companies, and a growing number of small ones, use computers to sort the hundreds of resumes they receive. They scan paper resumes into a computer database. When managers need to fill a position, they program the computer with keywords that describe the qualifications they're looking for in a candidate. The computer then searches its database for resumes that match those keywords.

This new technology is good news for jobseekers. When these companies put your resume on file, your qualifications are ready to be electronically retrieved, not languishing in someone's desk drawer. Before you submit your resume to a company, call them to find out if they scan. If they do, you will need to make sure your resume's design is computer friendly.

Resumes to be scanned should avoid any graphics or formatting that a computer might misinterpret. To increase a scanner's ability to read your resume:

- Use nontextured white or off-white paper with black letters;
- Choose a well-known font such as Helvetica, Arial, or Courier;
- Pick a font size of 10 to 14 points and do not condense spacing between letters;
- Do not underline or italicize text and do not use asterisks or parentheses.
- Avoid boxes, graphics, columns, and horizontal or vertical lines;
- Put your name on its own line at the top of each page. Also give telephone numbers their own lines;
- Do not staple or fold your resume.

Resume Action Verbs

Accomplished	Instructed
Achieved	Led
Adapted	Maintained
Administered	Managed
Analyzed	Mastered
Assisted	Motivated
Completed	Operated
Conceived	Organized
Coordinated	Participated
Created	Planned
Delegated	Programmed
Demonstrated	Provided
Designed	Recommended
Developed	Reduced
Directed	Revised
Established	Scheduled
Evaluated	Simplified
Expanded	Solved
Facilitated	Streamlined
Implemented	Supervised
Improved	Taught
Increased	Trained
Influenced	Utilized
Initiated	Won

Answers to page 12:

1. **False.** While full and part time jobs are currently the way most people work, there are other options, including: telecommuting, freelancing, contracting, work sharing, talent pooling, consulting, and self employment.
2. **True.** Your knowledge is, and will be, key to your success in the workplace. Statistics show that those with more education have a better chance of finding and keeping work.
3. **True.** However, many of them will offer low pay and benefits; this is particularly true of jobs requiring only short-term on-the-job training.
4. **True.** And people in school today will likely change careers seven or more times.
5. **False.** There is no economic sector that is immune from failure.
6. **True.** Services is the largest and fastest-growing major industry group.
7. **False.** Professional specialty occupations comprise the fastest growing group.
8. **True.** Workers 40 and older, are projected to increase from 48.2 to 51.4% of the labor force between 2000 and 2010 due to the aging baby-boom generation.
9. **False.** While the internet is a good reference source, your personal contacts, family, friends, and acquaintances offer one of the most effective ways to find a job. Other resources are outlined in the section on Finding a Job.
10. **False.** Your resume is only one part of a job search. The way you look for work, your cover letter, your interview and your follow-up are just as critical to finding and gaining employment.

Sample chronological résumé

Elizabeth Smith

Current Address

1016 Campus Drive, room 312
College Town, LS 41112
453-555-5555
Smith@LS.edu

Permanent Address

1510 Park Street
Hamlet, LS 41112
454-555-5555
Smith@somewhere.com

Horizontal lines help
define different sections

Objective

To obtain a position in public relations using my communication and promotional skills

Education

University of Large State

Bachelor of Arts, English, expected 2000
Minor: Business
G.P.A.: 3.5/4.0, English Honors Society

Students often list
education before
experience

Relevant Courses

Public Relations	The Language of Advertising
Advertising	Writing for Mass Media
Consumer Behavior	Writing for Business

Coursework relating to the
position applied for

Experience

Campus Coordinator

Public Activities Council, Large State University
Initiated and organized the Campus Run for Charity
Promoted event with fliers, e-mail, newspaper ads, and campus radio station announcements
300 students participated

98-present

Most recent job first

Show results

Recruiting Tour Guide

Office of Recruiting, Large State University
Led weekly tours for prospective students and parents
Answered questions and addressed concerns
Distributed information sheet explaining campus-housing policy
Selected to train new guides

97-98

Give approximate
dates of employment

summers, 96 and 97

Administrative Assistant

Business, Harristown, Large State
Handled correspondence
Used Microsoft Word and Excel to type and edit reports
Implemented for accuracy and attention to detail

Separate section
for special skills

Foreign Language Skills

Fluent in Spanish

Statement sometimes omitted — References available on request

University of Large State
Bachelor of Arts
Minor: Business
G.P.A.

Relevant Courses
Public Relations
Advertising
Consumer Behavior

Program Coordinator
Campus Run for Charity
• Initiated
• Promoted
• 300 students

Campus Office
• Led tours
• Answered questions
• Distributed information sheet
• Selected to train new guides

Administrative Assistant
ABC Company
• Drafted correspondence
• Used Microsoft Word and Excel
• Implemented for accuracy and attention to detail

Fluent in Spanish

Sample functional résumé

Leave adequate
margins on all sides

Sarah Jones
1310 Rock Ledge Street
Hamlet, Large State 41112
454-555-5555

OBJECTIVE — Objective statement should address
the position applied for

Receptionist position using my customer service, administrative, and communication skills

EDUCATION — Bold capital letters
emphasize major headings

Large State Community College
A.A. in Liberal Arts, expected May 2000
G.P.A.: 3.6/4.0

Hamlet High School
Diploma, May 1997
G.P.A.: 3.3/4.0

EXPERIENCE

Customer Service

Selected for the express lane while working as a cashier
Directed customers to product locations
Served restaurant patrons and responded quickly to requests
Handled food substitutions and special requests efficiently

Administration

Recorded meeting notes and maintained membership roster for College Outdoors Club
Calculated restaurant customers' bills accurately
Type 60 words per minute

Communication

Explained menu items to customers
Relayed special requests to chef
Received A's in speech and composition classes

Computer Applications

WordPerfect, Word, Windows 98

WORK HISTORY — Brief work history
goes at the end

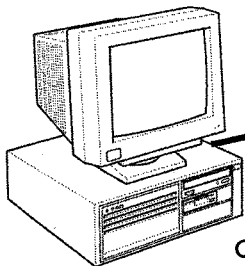
Table Server, Good Food Restaurant, Hamlet, Large State, 1999
Cashier, Blue Skies Chain Store, Hamlet, Large State, 1997-1998

References available upon request

Identify
major
skills
required
for the
position

Begin statements
with action verbs

Include specific
achievements



Sample plain text résumé

E-mailed or database résumés are written in plain text without columns, bullets, or bold or italic styles

CHRISTINE TECHIE — Put your name at the top on its own line

1078 Campus Drive
College Town, LS 41112

Put your phone number on its own line — 454-555-5555
Techie@somewhere.com

Use a standard-width typeface like Courier

KEYWORD SUMMARY

BS Computer Science, 1999, C++, Visual Basic, Assembly,
FORTRAN, TUTOR, HTML, CAD, PATRAN, Oracle, MS Office,
IBM 630/670, Windows NT, UNIX, Programmer

Keywords make your résumé easier to find in a database

Capital letters emphasize headings

EDUCATION

Bachelor of Science, Computer Science, 1999
Large State University, College Town, Large State
Minor: Mathematics
G.P.A.: 3.0/4.0

Related Courses

Database Design, Compiler Design, Systems Architecture,
Operating Systems, Data Structures

COMPUTER SKILLS

Languages: C/C++, Visual Basic, Assembly, FORTRAN, TUTOR, HTML — End each line by hitting the enter key

Software: CAD, PATRAN, Oracle, MS Office

Systems: IBM 360/370, Windows NT, UNIX

EXPERIENCE

Space between asterisk and text

Support Desk, Large State University, 97-99
* Maintained computer systems in campus lab
* Installed applications and performed troubleshooting
* Instructed students on applications and systems

No line exceeds 65 characters

Programmer (Intern), Generic Company, 96-97

* Wrote instructional programs using TUTOR language
* Corrected errors in pre-written programs using C++
* Altered existing programs to fit user needs

Data Entry Clerk, ABC Sales, summers 96, 97

* Updated inventory and sales data

Asterisks and plus signs replace bullets

COMMUNICATION SKILLS

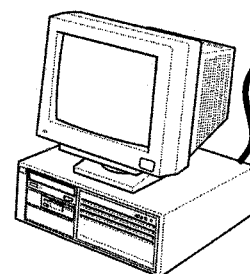
Served as Vice President of Computer Science Society
Received A's in technical writing and speech classes

REFERENCES

Available upon request

++ Willing to relocate ++

Never e-mail an attachment



Cover Letters: Introducing Yourself

Every resume you send, fax, or e-mail needs its own cover letter. Sending a resume without a cover letter is like starting an interview without shaking hands. The best cover letters spark an employer's interest and create an impression of competence. Cover letters are an opportunity to convey your focus and energy.

Writing a strong cover letter and then calling to follow up shows the employer you have drive and interest. Although you should feel free to consult references and models, use your own words when writing; don't mimic another person's writing style.

Cover letters are an opportunity to convey your focus and energy.

Write your cover letter in standard business format with your and the reviewer's addresses at the top and your signature above your typed name at the bottom. (E-mailed cover letters do not include mailing addresses.) All letters should be single-spaced, flush left, with each paragraph followed by a blank line. Most are two or three paragraphs long.

Parts of a Cover Letter

Every cover letter should fit on one page and contain the following four parts: Salutation, Opening, Body, and Conclusion.

Salutation. Whenever possible,

send your letter to a specific person rather than to an office. If you do not know whom to write, call the company and ask who is hiring for the position. Check that the name you use is spelled correctly and the title is accurate. Pay close attention to the Mr. or Ms. before gender-neutral names. Finally, use a colon after the name, not a comma.

Opening. The first few sentences of your cover letter should tell the reviewer which job you are applying for and the connection you have to the company. Mention the person who recommended you, if the person is known to the company. If you are responding to an ad, refer to it and the source that published it.

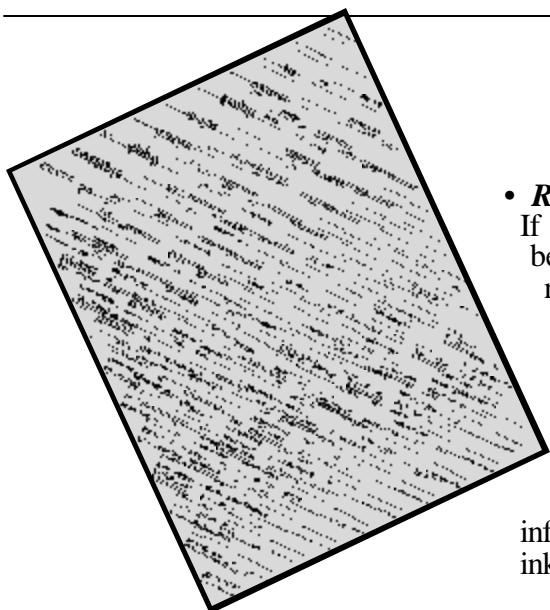
Your knowledge of the company will give you another opportunity to connect yourself to the job. Briefly describe your experience with its products, refer to a recent company success, or refer to an article written about the company. But don't go overboard; save specifics for the interview.

Body. This portion will contain a brief explanation of your qualifications. Don't simply repeat your resume. Summarize your most relevant qualifications or provide additional details about a noteworthy accomplishment. Directly address the employer's requirements and don't be afraid to use special formatting to your advantage.

You can also use the body of the cover letter to address gaps in your work history. Do not volunteer negative information unless you must. Always maintain a positive, confident tone.

Closing. In your final paragraph, thank the reviewer, request an interview, and repeat your home phone number. The closing is your chance to show commitment to the job. If you tell the reviewer that you plan to call, then make sure you do it. You must be assertive and continue to keep your name in the interviewer's mind.

Job Applications



- **Request two copies** of the form. If only one is provided, copy it before you write on it. You'll need a copy to prepare your rough draft.
- **Carefully read the whole form** before you start to complete it. Follow all directions carefully.
- **Be neat** on the form. Print in ink or type the requested information. Carry a pen with an ink eraser or some correction fluid

just in case you happen to make a mistake.

- **Spell properly and use good grammar.** Take the time to check!
- **Leave no blanks:** put "not applicable" when the information requested does not apply to you.
- **Give reliable references.** Be sure to request permission of each reference source.
- **Sign and date** the application.
- **Be sure to have a reference sheet** with you when you apply.

Sample cover letter

John Ryan
15 Spring Road
Hamlet, LS 41112
545-555-5555

December 5, 1999

Mr. Brian Carson
Hiring Manager
Rest Easy Hotel
Hamlet, LS 41112

Addresses are omitted for
e-mailed cover letters

Dear Mr. Carson:

Letter is addressed to a specific
individual if possible

The management trainee position you advertised in today's Hamlet Gazette greatly interests me. The Rest Easy Hotels have always served as landmarks for me when I travel, and I would like to contribute to their continued growth. I have enclosed my résumé for your review.

State position
applied for

Sell
yourself

In May, I will be graduating from Large State University with a degree in business. While in school, I developed strong organizational and customer service skills. As a dormitory assistant, I organized events, led meetings, and assisted students. As treasurer of the Business Society, I maintained the budget and presented budget reports. My summer jobs also required extensive interaction with the public. I believe these experiences have prepared me for your management trainee position.

I would appreciate the opportunity to discuss my qualifications more fully in an interview. I can be reached at 545-555-5555. Thank you for your consideration.

Request an interview

Sincerely,

Place your phone
number near the end



Sign each letter

John Ryan

Enclosure

Applicant's Signature _____ **Date** _____

What Do I Do in a Job Interview?

Although an interview is a stressful experience, consider it a form of recognition and an opportunity to gain something valuable without risking anything but your time. Leaving nothing to chance will give you an important advantage!

BEFORE...

Make a Job Search Kit. Collect a folder of things you may need. This is where a personal portfolio could come in very handy!

- Birth certificate
- Social security card
- Work Permit (if applicable)
- Driver's license
- Diploma
- Personal data sheet with previous employment information
- A copy of your resume (have several copies in a folder)
- A copy of your job application (is it neat and complete?)
- A copy of your references
- Letter of introduction
- Letters of recommendations
- Samples of your work, if appropriate
- A black pen to complete any forms or tests, and paper to take notes

Personal:

- **Attitude:** Am I thinking positively and like a winner?
- **Outfit:** Is my dress appropriate, pressed and clean?
- **Neatness:** Do I have a comb, brush, and cosmetics to touch-up?
- **Body Scent:** Do I have a clean, fresh scent? Have I bathed and used an appropriate amount of deodorant and/or perfume?
- **Hair:** Is my hair clean and combed?
- **Breath:** Is my breath okay?

Know yourself:

- How does your education, training, knowledge, skills, and abilities relate to the specific job

- you're interviewing for?
- What makes you different and better than other people?
- What are your goals and objectives, including what you're looking for in a job and/or career?
- What is your previous work experience?
- What are the names of previous employers, addresses, kinds of businesses and telephone numbers?
- What are your dates of employment?
- Who can give information about your performance?
- What are the reasons you gave up or lost your previous positions?
- What were the elements of your jobs you liked best/least and why?
- Are there any relationships between any postsecondary and/or work experience and the potential job?

Know the Company:

- What are the products and services the company offers?
- What are the company's major competitors?
- What is the company's philosophy?
- What is the company's size, annual sales, share of the market?
- What jobs are available in this company?
- What are the company's hiring practices and procedures?
- What are the duties, responsibilities and promotion potential for the job in which you are interested?

DURING...

- Be well rested.
- Go alone.
- Arrive at least five minutes early.
- Act naturally (do not smoke or chew gum).
- Shake hands firmly.
- Know the name of the person interviewing you.
- Answer clearly and honestly.
- Maintain eye contact with the interviewer.
- Give a good reason for hiring you.
- Don't discuss your personal, domestic, or financial problems or criticize former employers.
- Be positive and enthusiastic; show your interest.
- Thank your interviewer before leaving.

What kind of questions will I be asked?

- What are your long-range career objectives?
- What do you consider your greatest strengths and weaknesses?
- What two or three things are most important to you in a job?
- In what ways do you think you can make a contribution to our organization?
- Why should I hire you?
- What courses did you like best in school?
- What interests you about this job?
- What are the most important factors that you require in a job?
- Do you prefer working with others or by yourself?
- Why did you choose this field of work?
- How do you handle pressure?
- What did you like *most* in the jobs you have held? *Least*?
- Do you ever work overtime?

- What kind of relationship did you have with your last two supervisors?
- How many days did you miss on your last job?
- What do you feel was your greatest accomplishment on your last job?
- In one word, how do you describe yourself?

Some typical questions and ways you might answer them:

What can I do for you? What kind of work are you looking for?

These two questions should never come up if you walk right in, shake hands, introduce yourself, and tell something about the position you are looking for.

Please tell me something about yourself.

Take a little time and think up a brief "me" commercial that includes your positive points and work history. You should talk about your skills, abilities, your experience, your background, goals that you have accomplished, anything that qualifies you for the job opening. Don't discuss your family, hobbies, or anything that is not directly related to the job.

What about transportation?

Simply answer that you have reliable transportation.

I see you have been out of work a long time. Why?

You should be sure to fill out your application with "self-employed" whenever possible. If not, think about positive options for the gaps in employment. Raising a family, doing volunteer work, doing temporary assignments, getting training, and attending school are all good answers. Again, you should give all positive responses.

Do you smoke?

You might answer that you tolerate smoking, but that you appreciate a smoke-free environment.

Can you provide good references?

Be sure to call your references to be sure that they will give you a very positive reference and also suggest some strengths that they could emphasize to the employer.

What do you know about our company?

Be sure you know about the company and the position you are applying for.

What do you want to be doing five years from now?

Answer that you'd like to be working for their company in a position of responsibility.

Why did you leave your last job?

You should always answer this question as positive as you can. Never say anything bad about your last employer. If you quit your job, why did you quit? Was it because of downsizing, trying something different, or a career change? You may have to be a little creative if there was a personality conflict. Be careful in replying, because employers are hesitant to hire someone who cannot get along with others. A point to remember: Some employers feel that someone who can discuss their former employer positively, even though they may have been fired, is worth hiring.

What would your last employer say about you?

List all your transferable skills that apply to the position you're applying for.

What are some of your strengths?

You should have your strengths in mind and provide some positive examples.

What is your biggest weakness?

Never admit a weakness; turn a potential perceived weakness into a strength factor whenever possible.

What can you do for this company?

You should ask yourself this question before applying for any job. Before the interview, think of at least five skills or accomplishments you have that could benefit the employer. Then ask yourself how you can help the company achieve their goals, make more money, or save money.

Why should I hire you when I've interviewed people with much more experience than you have?

You should answer that you can't speak for the other people interviewed, but emphasize your strengths and what you really want.

What are you looking for in a starting salary?

You should ask what they pay for someone with your experience or what they pay someone in this position.

What questions should I ask?

- What are you looking for in the person you hire for the position?
- What are the possibilities of advancement in this organization?
- What are the job duties and responsibilities?
- Is there anything else you need to know about me in order for me to be fully considered for the job?
- When is a decision to be made?

AFTER...

What About a Thank-You Letter?

The day after the interview, write a thank-you letter expressing appreciation to the interviewer for taking the time to see you. Type neatly on your personal stationery.

If you don't hear from the interviewer within two weeks, call or write to politely remind him/her that you are still interested in the job. Ask when a hiring decision will be made.



Other Questions You May Have

How Do I Decide on a Job Offer?

If you are among the fortunate to be offered a job, there is some information you may want to check before accepting it. Do not hesitate to ask for information to help make an intelligent decision as to whether to accept the job.

Organization:

- Are the goals of the business or agency compatible with your beliefs?
- Are the immediate future prospects of the business relatively secure and stable, or is bankruptcy or a merger possible?
- Does the business fluctuate with the growth and decline in the economy?

Work:

- Where is the job located?
- What are my hours?
- How does it fit into the overall operation of the organization?
- Does it fully utilize your abilities and interests?
- Is travel involved? If so, how much?
- How much turnover of personnel is there in the organization?

Opportunities:

- What are the training opportunities?
- What are the opportunities for challenge and expansion of job duties?

Salary and Benefits:

- What is the starting salary?
- How often and under what circumstances can a raise be expected?
- What is the complete package of benefits?
- How financially secure is the retirement system?

How Do I Deal with Rejection?

Shucks! Someone else got that job you really wanted. This is disappointing, but remember that most

people receive many more “no”s than “yes”s when seeking a job. What is important is that you stay with your job search. You may feel discouraged, but don't quit until you succeed. And succeed you will!

Reasons for rejection:

- Lack of clear career goals and purposes. Or maybe you have chosen the wrong goal: your goal doesn't match your skills or the job market.
- Inability to express information clearly.
- Lack of interest or enthusiasm—merely shopping around.
- Failure to look interviewer in the eye; no confidence or poise.
- Poor personal appearance.
- Interested only in the best dollar offer.
- Asking uninformed questions about the job or the company.
- Unwilling to start at the bottom.
- Sloppy application form.
- Arriving late for the interview.

Congratulations!

You did it! You now have a job. It may not be the perfect job, but you will be able to develop the skills and experience that lead to a better one. Keeping a job takes just as much, if not more, effort than getting one.

How Do I Keep My New Job?

Do good work

- Learn your job and do it well, every day.
- Make yourself invaluable:
- Learn a skill that few people in your workplace know.

Be dependable

- Be on time. If you say you'll be somewhere, be there. If you say you'll do something, do it.
- If you must take a day off for family or personal reasons, arrange it ahead of time with your boss.
- If you're too ill to work, call your

boss and explain as soon as you know you can't come in.

Keep a good attitude

- Don't wait to be told what to do. Look around, see what needs to be done, and do it. Be willing to do more than you are asked to do.
- Be polite and respectful to your coworkers, supervisors, and customers.

Be helpful

- If a supervisor needs you to help a coworker on a project, don't hesitate. Not only is it great to be known as a helpful person, but you'll learn a few things and become an even more valuable employee along the way!

Be a team player

- Support your coworkers; encourage others to succeed; and use your strengths in the workplace.

Dress for success

- Pay attention to how you look and dress. Keep your hair and general appearance neat and well groomed.
- Wear clean and pressed clothing that is right for your job.

Don't waste time or resources

- Limit your personal phone calls and conversations with coworkers.
- Take your breaks at the scheduled times.
- Act responsibly; treat equipment and supplies as if you had bought them yourself.

Keep your emotions under control

- Out-of-control anger or over-the-top dramatics are not professional and could cost you your job.

Be a diplomat

- Use tact when discussing problems with others and choose your timing when everyone is calm.

Treat everyone with respect

- Be honest. Stay positive. Your coworkers are your teammates. Mutual respect is the key to a healthy working environment.

What do I do if I lose my job?

How will you find the energy to search for work? How can you be pleasant, relaxed, and self-confident in an interview when you don't feel that way? Here are a few guidelines for skillfully handling the challenge of dealing with job loss and searching for new employment:

Write down how you feel.

Writing about your feelings is especially important if the way you were terminated was emotionally painful. Include all the things you would like to have said to your boss but didn't. Recall the details and express your feelings over and over. Doing this helps you overcome post-traumatic stress, begin to heal, and stop feeling like a victim.

Form a small support group.

Telephone each other frequently to find out how you are doing. "People have more courage for each other than they have for themselves," say Barbara Sher and Annie Gottlieb in *Wishcraft*.

Hold brainstorming sessions about how to find employment opportunities. Be alert to help each other dis-

cover good opportunities.

Rebuild your self-esteem.

Make a list of everything you like and appreciate about yourself. Obtain letters of appreciation from recent co-workers and managers about how great it was to work with you. You will be pleasantly surprised and touched by people's eagerness to help you.

Remember, employers in the process of hiring want to know what you would be like to have around on a day-to-day basis. These endorsements document the value you had to people you worked with and dispel the illusion that unemployed people have something "wrong" with them.

Write a description of what you do well.

Describe specific projects or assignments you feel proud about. Describe your people skills. Describe what equipment or software you run well. Don't be modest! Telling others about your reliable strengths and skills is not bragging.

Discover something of value in your experience.

What have you learned from this experience? How has it made you a stronger, better person? Prospective

employers are impressed with someone who can admit to being upset, but have managed to find value in the experience.

Make finding a job a temporary job. Don't hang around the house as if you are on vacation. Make yourself follow suggestions presented in the *Arizona Career & Educational Guide*.

Be persistent.

The one factor above all others that leads to getting hired is the number of potential employers contacted.

Be open to unexpected opportunities.

Employment opportunities can show up at odd moments in unlikely places. Be aware of the world around you.

[Adapted from *Guidelines for Thriving During Job Loss and Job Search*, by Al Siebert, Ph.D.]



You and High School

Career Planning begins with Educational Planning...

Every Spring, thousands of students make very important career choices when they register for the next year's classes. Many times these choices are made without much thought for the future. Poor educational planning can be compared to a stream of water flowing down a hill, following the path of least resistance. If you only follow this path, taking the minimum number of classes, you may be shutting many doors to a successful future. Like the little stream "floating" downhill, "floating" through high school can be disastrous.

High school must be viewed as a critical phase that determines your career future. You must pick classes as if your livelihood depends upon it—because it does. Each time you select a high school subject, you open the door to a career opportunity. Each time you do not take a subject, you close a door to a career opportunity. Your high school courses provide the educational foundation upon which you build your occupational choices.

Do some serious planning. Prepare your career goals and select the high school courses that will enable you to reach these goals.

When choosing your high school courses, keep the following in mind:

- **Take as many classes as possible.** The more educational experiences you have, the more opportunities you'll be aware of.
- **Have a career goal in mind** so that you can plan what classes you need and when you need to take them.
- **Join clubs, organizations, and youth groups.** This is where students learn leadership skills necessary for their working world success.
- **Try your best in all classes.** Effort is as important as grades for success.